

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 1691 - Gulfport Montessori Elementary School
District: 52 - Pinellas
Principal: James Pribble E
SAC Chair: Anna Kate Mackle
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 10/29/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	2014 52ND ST S Gulfport, FL 33707	2014 52ND ST S Gulfport, FL 33707
Phone Number:	727-893-2643	
Web Address:	http://www.gulfport-es.pinellas.k12.fl.us	
Email Address:	1691.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	84%			
Minority:	70%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> C	<u>2009-10</u> D

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 Gulfport Montessori Elem.Schl	
Principal's name James Pribble E	
School Advisory Council chair's name Anna Kate Mackle	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
James Pribble	Principal
Brenda Butler	Assistant Principal
Lamar Washington	Behavior Coach
Karen Hubble	RTI Coach
Michelle Early	Reading Coach
Jessica Nott	Psychologist
Chandra Spanfelner	Diagnostician
Carol Runyan	Social Worker
Ginger Hannigan	Guidance Counselor
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	
Anna Kate Mackle-President (parent) Cheryl Bayonet-secretary (assistant) James Pribble- (school principal) Sam Henderson (community rep (Mayor)) Conchita Davis (Parent) Ashley Joinville (Parent) Luz Aguilar (Parent) Khana Riley (teacher)	
Describe the involvement of the SAC in the development of this school improvement plan	
Schoolwide Data shared with SAC and our school wide involvement with the Marzano pilot. From those key points from data and key pieces of the pilot an alignment was made with the most urgent strategies.	
Describe the activities of the SAC for the upcoming school year	
Looking at school wide data and process towards our goals. Deciding on the expenditure of School Improvement Funds. Giving feedback and ways that the community can be involved as well.	

<p>Describe the projected use of school improvement funds and include the amount allocated to each project</p> <p>Book of the month books \$2000. Battle of the Books. \$1008.15</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</p> <p>In Compliance</p>		
<p>If no, describe the measures being taken to comply with SAC requirements</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>James Pribble E</p>		
Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelors in elementary education Masters in Math/Science curriculum Masters in elementary curriculum Certificate in Ed Leadership	
Performance Record	2013: D 2012: C, 2011: C, 2010: B, 2009: C	
<p>Brenda Butler</p>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelors in elementary ed Masters in Ed Leadership	
Performance Record	2013: D 2012: C, 2011: C, 2010: D, 2009: C	
<p>Instructional Coaches</p>		
<p># Instructional Coaches 3</p>		
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>		
<p>Instructional Coach Information:</p>		
<p>Michelle Early</p>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Masters in Reading with Specialization in Children's Literature	
Performance Record	2010: D, 2011: D, 2012: D, 2013: D	

Venus McGhee		
Part-time / School-based	Years as Coach: 0	Years at Current School: 5
Areas	Mathematics	
Credentials	Bachelors and Masters	
Performance Record	2013: D 2012: C 2011: C	
Karen Hubble		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	RtI/MTSS	
Credentials		
Performance Record	2013: D	
Classroom Teachers		
# of classroom teachers 36		
# receiving effective rating or higher 34, 94%		
# 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. 36, 100%		
# ESOL endorsed 14, 39%		
# reading endorsed 5, 14%		
# with advanced degrees , 0%		
# National Board Certified , 0%		
# first-year teachers 1, 3%		
# with 1-5 years of experience 10, 28%		
# with 6-14 years of experience , 0%		
# with 15 or more years of experience , 0%		
Education Paraprofessionals		
# of paraprofessionals 14		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 14, 100%		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals		
# receiving effective rating or higher		
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.		

James Pribble (principal) is responsible for hiring highly Qualified teachers. Once they are hired on in the school, we provide training, lesson study, observation opportunities, and a mentor program. Every participant mentors and mentees also attend a monthly meeting to help move development forward. Team planning and team meetings are also a critical part of building and supporting teachers.

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

Mentor Name Mentee Assigned Rationale for Pairing

Julia Paolillo Jennifer Lawless New to KG

Kimberly Koprinsky Anna Dewindt Brand New 1st grade teacher

Laura Gorman Kandace Friend New to KG

Renee Forte Khana Riley New to 2nd grade

Bea Walpole Neala Jackson New to 3rd grade

Laura Roach Amanda Wahl New to 4th grade

Lamar Washington Ginger Hannigan New to guidance

Karen Mccord Stacey Barnard Brand new media specialist Karen McCord is lead mentor

Planned Mentoring Activities: Observation of mentee's instruction and providing feedback;

Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

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

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

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

The MTSS leadership team will review data and results to ensure that the action plan we are implementing is making a difference. If the data is not showing progression, the MTSS will look at other viable options to improve our schoolwide data and look for the available resources to make a difference.

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

Administration (James Pribble, Brenda Butler), instructional coaches (Michelle Early reading coach, Venus McGhee part time Math coach), behavior specialist (Lamar Washington), school psychologist (Jessica Knott), social worker (Carol Runyan), educational diagnostician (Chanda Spanfelner), guidance counselor (Ginger Hannigan), grade level teachers, magnet coordinator (Kathy Ludlum).

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

Schoolwide and classroom data sources including FAIR, Reading records, District Common Assessments and assessments used for ongoing progress monitoring. Data is looked at weekly to make decisions school wide, at grade levels, classrooms and for individual students.

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)

Schoolwide and classroom data sources including FAIR, Reading records, District Common Assessments and assessments used for ongoing progress monitoring.
 MTSS members will serve as grade level connectors, meeting with grade level teams to orient them to processes and procedures.

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

MTSS members will serve as grade level connectors, meeting with grade level teams to orient them to processes and procedures.
 Weekly meetings and updates focused on the processes as well as the end result. Are we actually moving children forward?
 School wide meeting with families at the beginning of the year and with individual families as the MTSS (RTI) process continues.

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: 4,320

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

ST Math

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

ST Math program. Looked at monthly by school, grade level and teacher.

Who is responsible for monitoring implementation of this strategy?

Math Coach

Strategy: Before or After School Program

Minutes added to school year:

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

Small Group Instruction

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

Looking at individual student data (FAIR, I-Ready, Common Assessments, Running Records, Florida Achieves)

Who is responsible for monitoring implementation of this strategy?

Assistant Principal

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

Enrichment activities that contribute to a well-rounded education

Strategy Description

Promise Time

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

I-Ready is used to progress monitor these students in Math and Reading

Who is responsible for monitoring implementation of this strategy?

Promise Time Facilitator, AP

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

Strategy Description

Various clubs (Chess Club, Math Club, Drama Club, Science Club, STEM)

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

Common Assessment Data

Who is responsible for monitoring implementation of this strategy?

Club Leaders

Literacy Leadership Team (LLT)

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

Name	Title
James Pribble	Principal
Brenda Butler	AP
Karen Hubble	RTI Coach
Michelle Early	REading 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?

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Support for Goals and scales related to the Common Core standards.

Support for instructional planning

Support for assessing student progress along the scales

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

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

Kindergarten Teachers will hold 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.

College and Career Readiness

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

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

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

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

Area 1: Reading**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	37%	No	54%
American Indian				
Asian				
Black/African American	36%	23%	No	42%
Hispanic				
White	71%	59%	No	74%
English language learners				
Students with disabilities	35%	29%	No	42%
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	54	19%	31%
Students scoring at or above Achievement Level 4	44	16%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	99	58%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	30	65%	75%

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>		55%
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>		45%
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>		28%

Postsecondary Readiness				
	2012 Actual #	2012 Actual %	2014 Target %	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
Area 2: Writing				
	2013 Actual #	2013 Actual %	2014 Target %	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	56%	69%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%	
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	40%	34%	No	46%
American Indian				
Asian				
Black/African American	33%	24%	No	40%
Hispanic				
White	52%	55%	Yes	57%
English language learners				
Students with disabilities	35%	29%	No	42%
Economically disadvantaged	37%	28%	No	43%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	65	23%	30%	
Students scoring at or above Achievement Level 4	27	10%	16%	
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains	89	51%	65%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	64%	75%	

Middle School Acceleration			
	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	13%	27%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		83%
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			

All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students		100%	100%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	126	17%	10%
Students retained, pursuant to s. 1008.25, F.S.	24	4%	2%
Students who are not proficient in reading by third grade	41	42%	20%
Students who receive two or more behavior referrals	98	15%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	82	11%	5%
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
Describe parental involvement targets for your school			

See Parent Involvement Plan			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Area 10: Additional Targets			
Description of additional targets			
We will increase the percentage of level 3 and above African American students in Reading, Math and Science by ensuring these students are getting common core instruction and meeting the criteria for the learning scale.			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
African Americans Scoring level 3 or above in Reading.		23%	42%
		24%	40%
		%	%

Goals Summary

Goal #1:

Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.

Goal #2:

Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 56% to 69%.

Goal #3:

Decrease the percentage of referrals and suspensions across all subgroups by 30%.

Goal #4:

The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.

Goal #5:

The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.

Goals Detail

Goal #1: Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.

- 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**
- LLI Program
 - Title 1 Hourlies
 - Promise Time
 - Extended Learning Program

- Targeted Barriers to Achieving the Goal**
- Enough teachers willing to work the extended time
 - Parent Involvement.
 - Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning
 - Students in same classrooms and grade levels at a variety of different reading levels and needs.

Plan to Monitor Progress Toward the Goal

Action:

Common Assessments, Running records, I-Ready, FAIR data, Grade 3 portfolios.

Person or Persons Responsible:

Assistant Principal Principal

Target Dates or Schedule:

At least 5 times a year

Evidence of Completion:

Data collection

Goal #2: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 56% to 69%.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- 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

Resources Available to Support the Goal

- Journals
- Literacy Coach

Targeted Barriers to Achieving the Goal

- Students and teachers unfamiliar with writing across the curriculum.

Plan to Monitor Progress Toward the Goal

Action:

4th grade writing common assessments and FCAT writing.

Person or Persons Responsible:

Principal

Target Dates or Schedule:

Once Common Assessments and FCAT results return.

Evidence of Completion:

Level of proficiency in 4th grade writing will increase to at least 69%.

Goal #3: Decrease the percentage of referrals and suspensions across all subgroups by 30%.

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- 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
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Behavior Coach
- Champs
- Foundations
- Positive Behavior system

Targeted Barriers to Achieving the Goal

- Consistent implementation of behavior plans. Schoolwide, classroom, and individual.

Plan to Monitor Progress Toward the Goal

Action:

Referral and suspension data

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

SBLT notes with number of referrals and suspensions decreasing for each subgroup..

Goal #4: The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.

- 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**
- Title 1 Hourlies
 - Promise Time
 - Extended Learning Program
 - Part Time Math Coach
 - ST Math

- Targeted Barriers to Achieving the Goal**
- Teachers understanding of the rigor necessary for students to meet the expectations common core state standards.
 - Teachers have not been trained or used ST Math previously. A completely new program.

Plan to Monitor Progress Toward the Goal

Action:
Walkthroughs, Florida Achieves data, I-Ready, Common Assessment Data, Grade Level assessment data.

Person or Persons Responsible:
SBLT Principal Math Coach Assistant Principal

Target Dates or Schedule:
Once a month in SBLT and as assessment results come in.

Evidence of Completion:
Math performance results increasing in all grade levels.

Goal #5: The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.

- Targets Supported**
- Science
 - Science - Elementary School
 - STEM
 - STEM - All Levels

- Resources Available to Support the Goal**
- Extended Learning
 - Extended Learning
 - Team teaching in 4th and 5th
 - After School STEM project

- Targeted Barriers to Achieving the Goal**
- Science is not being taught with fidelity across the grade levels especially in K-4. Time and conflicts with reading and writing being two of the main reasons.
 - Students mastering the grade level concepts of the NGSS.

Plan to Monitor Progress Toward the Goal

Action:

Look at Science data from a variety of sources. Journaling, scales, Common Assessments, projects.

Person or Persons Responsible:

Principal Assistant Principal SBLT Teachers

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Students performance levels in Science will increase.

Action Plan for Improvement

Goal #1: Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.

Barrier #1: Enough teachers willing to work the extended time

Strategy #1 to Overcome the Barrier Pay for planning along the common core and tutoring in those standards where students are struggling

Step #1 to Implement Strategy #1 - Budget Item

Action:

Plan in place for tutoring with number of teachers willing.

Person or Persons Responsible:

Assistant Principal

Target Dates or Schedule:

By Labor Day

Evidence of Completion:

Plan in place and able to implement after Labor Day

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

Action:

Walkthroughs of Extended Learning and Promise Time

Person or Persons Responsible:

Assistant Principal Principal

Target Dates or Schedule:

On going throughout the year

Evidence of Completion

Feedback to teachers

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

Action:

Common Assessments, Running records, I-Ready, FAIR data, Grade 3 portfolios.

Person or Persons Responsible:

Assistant Principal Principal

Target Dates or Schedule:

At least 5 times a year

Evidence of Completion:

Data collection to see if level of proficiency is increasing.

Goal #1:	Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.
Barrier #2:	Parent Involvement.
Strategy #1 to Overcome the Barrier	Take home Book of the month and journaling activity.

Step #1 to Implement Strategy #1 - Budget Item

Action:

Order books for book of the month for each classroom and explain process to teachers.

Person or Persons Responsible:

Reading coach

Target Dates or Schedule:

We would like to do our first book in September

Evidence of Completion:

Books ordered and children taking them home to read with family.

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

Action:

Making sure books are returned and journals are written in.

Person or Persons Responsible:

Classroom teacher Reading Coach

Target Dates or Schedule:

For each book, each month.

Evidence of Completion

Journals for each book full of comments from families.

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

Action:

Looking at journal entries and classroom reading data.

Person or Persons Responsible:

Reading Coach Classroom Teachers

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Reading performance levels increasing for classrooms.

Goal #1:	Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.
Barrier #2:	Parent Involvement.
Strategy #2 to Overcome the Barrier	Muffins for Moms and donuts for Dads. Come to read with your child.

Step #1 to Implement Strategy #2

Action:

Set dates for both events

Person or Persons Responsible:

Reading Coach

Target Dates or Schedule:

By Friday Sept. 6th

Evidence of Completion:

Dates on the calendar

Step #2 to Implement Strategy #2

Action:

Prepare books and campus for a lot of parents to come out and read with their child.

Person or Persons Responsible:

Leadership Team Language Arts SIT Media Specialist

Target Dates or Schedule:

Day before event

Evidence of Completion:

Everything ready and set to go

Step #3 to Implement Strategy #2 - Budget Item

Action:

Supplies purchased for parent events

Person or Persons Responsible:

Leadership Team Language Arts SIT

Target Dates or Schedule:

2 weeks prior to each event

Evidence of Completion:

Purchase orders in place and items ordered and at the school

Step #4 to Implement Strategy #2 - Budget Item

Action:

Donuts, Muffins, Juice and coffee purchased and prepared for events. Food purchased for reading night events.

Person or Persons Responsible:

Leadership Team Language Arts SIT Cafe Manager

Target Dates or Schedule:

Purchase orders sent in and approved by Title 1 3 weeks prior.

Evidence of Completion:

Purchase orders approved and items ordered prior to events.

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

Action:

Are all things necessary in place

Person or Persons Responsible:

Language Arts SIT REading Coach

Target Dates or Schedule:

Prior to each event

Evidence of Completion

Events run smoothly and families participating.

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

Action:

Look at sign in sheets and feedback sheets from families Also monitor schoolwide reading data for positive trends.

Person or Persons Responsible:

Language Arts SIT Reading Coach Principal

Target Dates or Schedule:

After each event

Evidence of Completion:

Numerous families attend the events and performance levels increasing in reading across all grade levels.

Goal #1:	Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.
Barrier #3:	Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning
Strategy #1 to Overcome the Barrier	Developing clearly defined and student friendly learning goals measured by a learning scale.

Step #1 to Implement Strategy #1

Action:

Hiring of 7 Hourlies

Person or Persons Responsible:

RTI Coach Assistant Principal Principal

Target Dates or Schedule:

By Friday Sept. 6th

Evidence of Completion:

All 7 hourlies on board

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Developing learning goals based completely on the common core standards

Person or Persons Responsible:

Classroom teachers Hourlies

Target Dates or Schedule:

Ongoing for each high yield standard

Evidence of Completion:

Goals posted in classrooms and evident in lesson plans

Facilitator:

Participants:

Classroom teachers Hourlies

Step #3 to Implement Strategy #1 - PD Opportunity

Action:

Developing scales and assessments for students based on the learning goal.

Person or Persons Responsible:

Classroom teachers Hourlies

Target Dates or Schedule:

Ongoing for each high yield standard

Evidence of Completion:

Scales posted in classrooms and student understanding of where they are in relationship to the scale.

Facilitator:

Participants:

Classroom teachers Hourlies

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

Action:

Instructional walkthroughs focusing on Goals and Scales

Person or Persons Responsible:

Principal

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion

Goals and scales evident in classrooms

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

Action:

Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.

Person or Persons Responsible:

Principal Assistant Principal RTI Coach

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Increased level of performance among targeted population. Increased level of performance school wide.

Goal #1:	Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.
Barrier #3:	Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning
Strategy #2 to Overcome the Barrier	Use of hourlies in small group instruction to help focus on individualized learning.

Step #1 to Implement Strategy #2 - Budget Item

Action:

Hiring of all 7 hourlies

Person or Persons Responsible:

RTI Coach Assistant Principal Principal

Target Dates or Schedule:

By Friday Sept. 6

Evidence of Completion:

All 7 hourlies have been selected and paperwork processed

Step #2 to Implement Strategy #2 - Budget Item

Action:

All 7 Hourlies schedules created, students identified, and materials purchased.

Person or Persons Responsible:

RTI Coach

Target Dates or Schedule:

Friday Sept. 6

Evidence of Completion:

Schedules created and groups created.

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

Action:

Are the hourlies hired and a schedule created and being followed

Person or Persons Responsible:

Principal RTI Coach Assistant Principal

Target Dates or Schedule:

Friday January 6 and ongoing throughout the year.

Evidence of Completion

Are schedules in place by the deadline and have groups been implemented.

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

Action:

Looking at multiple sources of data and monitoring student growth. Walk through documentation and feedback to teachers will be utilized as well.

Person or Persons Responsible:

Principal Assistant Principal RTI Coach

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Performance data increases for targeted students working with hourlies.

Goal #1:	Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.
Barrier #4:	Students in same classrooms and grade levels at a variety of different reading levels and needs.
Strategy #1 to Overcome the Barrier	Use of hourlies and instructional set up to provide small group and individualized instruction.

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

Action:

Break down data and organize students according to need and proficiency in reading.

Person or Persons Responsible:

RTI Coach Classroom teachers

Target Dates or Schedule:

Friday Sept. 6

Evidence of Completion:

Groups broken down in classrooms and grade levels

Facilitator:

Participants:

RTI Coach Classroom teachers

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

Action:

Review student groupings in PLC's and data meetings

Person or Persons Responsible:

RTI Coach SBLT PLCs

Target Dates or Schedule:

SBLT, PLC's, data meetings throughout the year.

Evidence of Completion

Students being served in like groups.

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

Action:

Data sources including I-Ready, Common Assessments, Florida Achieves, Portfolios and Running Records.

Person or Persons Responsible:

SBLT RTI Coach

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Performance data increasing for all students throughout the school.

Goal #1:	Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.
Barrier #4:	Students in same classrooms and grade levels at a variety of different reading levels and needs.
Strategy #2 to Overcome the Barrier	Battle of the Books and Reading counts extension and motivation for students.

Step #1 to Implement Strategy #2 - Budget Item

Action:

Order books and get the program setup in classrooms and media center

Person or Persons Responsible:

Media specialist Reading Coach

Target Dates or Schedule:

By Sept. 13th

Evidence of Completion:

Purchase order in place for books and lab setup in media center

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

Action:

Keeping track of reading counts data and student progress with Battle of the books.

Person or Persons Responsible:

Media Specialist Reading Coach

Target Dates or Schedule:

Ongoing throughout the year, report back to SBLT

Evidence of Completion

Data collected and reported back to SBLT

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

Action:

Classroom, schoolwide, district and state reading assessments

Person or Persons Responsible:

Reading Coach SBLT

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Performance levels in reading increasing across all grade levels.

Goal #2: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 56% to 69%.

Barrier #1: Students and teachers unfamiliar with writing across the curriculum.

Strategy #1 to Overcome the Barrier Students will do in depth journaling to explain their reasoning in all subject areas.

Step #1 to Implement Strategy #1

Action:
Coach teachers in use of journaling across the curriculum.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Ongoing in PLC's

Evidence of Completion:
Classroom teachers using journaling in the classrooms.

Step #2 to Implement Strategy #1 - Budget Item

Action:
Purchase journals for students.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Prior to the beginning of school and as necessary depending on arrival of new students.

Evidence of Completion:
All students have journals to use.

Step #3 to Implement Strategy #1 - PD Opportunity

Action:
Help teachers develop rubrics for acceptable journaling.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Ongoing throughout the year and in PLC's

Evidence of Completion:
Teachers and students using rubrics in their classrooms with journaling.

Facilitator:

Participants:
Literacy Coach

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

Action:

Classroom modeling and feedback to teachers.

Person or Persons Responsible:

Reading Coach

Target Dates or Schedule:

During classroom modeling, PLC's and lesson study.

Evidence of Completion

Students will be producing high quality journal entries at all grade levels.

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

Action:

Classroom walkthroughs and data analysis.

Person or Persons Responsible:

Principal

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Performance levels of all students in all subject areas will be increasing based on data associated with that subject area.

Goal #3:	Decrease the percentage of referrals and suspensions across all subgroups by 30%.
Barrier #1:	Consistent implementation of behavior plans. Schoolwide, classroom, and individual.
Strategy #1 to Overcome the Barrier	Schoolwide trainings on the positive behavior supports in place for Tier 1 behavior.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Behavior trainings on schoolwide system.

Person or Persons Responsible:

Behavior Coach Foundations team

Target Dates or Schedule:

Before the beginning of school. Refresher in November, February, May.

Evidence of Completion:

Sign in sheets from trainings.

Facilitator:

Behavior Coach

Participants:

Behavior Coach Foundations team

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

Action:

Behavior Walkthroughs

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

5 scheduled times during the school year

Evidence of Completion

Walkthrough data and feedback given to teachers.

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

Action:

Walkthroughs

Person or Persons Responsible:

SBLT

Target Dates or Schedule:

5 times during the year

Evidence of Completion:

Data collected and feedback given to the school.

Goal #3:	Decrease the percentage of referrals and suspensions across all subgroups by 30%.
Barrier #1:	Consistent implementation of behavior plans. Schoolwide, classroom, and individual.
Strategy #2 to Overcome the Barrier	Behavior coach coaching individual teachers for classroom management systems and individual student behavior plans.

Step #1 to Implement Strategy #2

Action:

Collect behavioral data on individual classrooms.

Person or Persons Responsible:

Behavior Coach SBLT

Target Dates or Schedule:

Weekly

Evidence of Completion:

Teacher behavior charts in hand

Step #2 to Implement Strategy #2 - Budget Item - PD Opportunity

Action:

Prioritize classrooms for coaching and assign behavior coach to those classrooms.

Person or Persons Responsible:

SBLT Behavior coach

Target Dates or Schedule:

At Behavior SBLT

Evidence of Completion:

SBLT notes

Facilitator:

Behavior coach

Participants:

SBLT Behavior coach

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

Action:

Feedback notes from behavior coach Walkthroughs of classrooms in question

Person or Persons Responsible:

Principal Assistant Principal

Target Dates or Schedule:

Day after receiving feedback notes from coach

Evidence of Completion

Strategies from coaching feedback being implemented in the classroom.

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

Action:

Walkthroughs Engagement data Referral data

Person or Persons Responsible:

SBLT Principal Assistant Principal

Target Dates or Schedule:

Monthly Behavior SBLT

Evidence of Completion:

Referrals and suspensions decreasing in targeted classrooms. Student engagement data increasing.

Goal #4:	The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.
Barrier #1:	Teachers understanding of the rigor necessary for students to meet the expectations common core state standards.
Strategy #1 to Overcome the Barrier	Team planning and goal/scale setting.

Step #1 to Implement Strategy #1

Action:

Plan together weekly to develop goals and lessons that will bring students to achieving the expectations of the common core standards.

Person or Persons Responsible:

Grade Level Teams Team Leaders Math Coach

Target Dates or Schedule:

Weekly (usually for an hour or more after school)

Evidence of Completion:

Teams planning together and actual lesson plans along with goals and scales.

Step #2 to Implement Strategy #1

Action:

Deliver the lessons in the classrooms

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Lessons in the classroom match team planning and lesson plans.

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

Action:

Walkthroughs Team Planning notes Lesson Plans

Person or Persons Responsible:

Math Coach Principal Assistant Principal

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion

Feedback notes to teams and individual teachers.

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

Action:

Walkthroughs, Florida Achieves data, I-Ready, Common Assessment Data, Grade Level assessment data.

Person or Persons Responsible:

Math Coach Principal Assistant Principal

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Math performance levels increasing across all grade levels.

Goal #4:	The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.
Barrier #1:	Teachers understanding of the rigor necessary for students to meet the expectations common core state standards.
Strategy #2 to Overcome the Barrier	Designing assessments to get students to the rigor necessary and analyzing the data to inform instruction.

Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity

Action:

Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.

Person or Persons Responsible:

Grade level Teams Math Coach

Target Dates or Schedule:

For each common Core standard Unit

Evidence of Completion:

Assessments designed and in use across the grade level.

Facilitator:

Math Coach

Participants:

Grade level Teams Math Coach

Step #2 to Implement Strategy #2 - PD Opportunity

Action:

Analyze data to inform instruction

Person or Persons Responsible:

Grade level teams Math Coach

Target Dates or Schedule:

PLC's

Evidence of Completion:

PLC notes

Facilitator:

Math Coach

Participants:

Grade level teams Math Coach

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

Action:

Data feedback from grade level teams Walkthroughs Assessment reviews

Person or Persons Responsible:

Math coach Principal Assistant Principal

Target Dates or Schedule:

At the end of each Common core standard unit

Evidence of Completion

Student data from assessments readily available.

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

Action:

Analyze data of unit assessments and compare to district common assessments, florida achieves and FCA results.

Person or Persons Responsible:

SBLT Principal Assistant Principal Math Coach

Target Dates or Schedule:

As data becomes available.

Evidence of Completion:

Performance on unit assessments will match performance on other assessments aligned to the common core.

Goal #4:	The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.
Barrier #2:	Teachers have not been trained or used ST Math previously. A completely new program.
Strategy #1 to Overcome the Barrier	Math Coach working with teachers to deepen understanding of ST Math program

Step #1 to Implement Strategy #1

Action:

Schedule time for the media center to be open for mobile lab usage.

Person or Persons Responsible:

Media Specialist

Target Dates or Schedule:

By Sept. 9 (She starts work on the 3rd)

Evidence of Completion:

Schedule is flexible and open for classroom as well as individual usage.

Step #2 to Implement Strategy #1

Action:

Sign up to utilize time for ST Math outside of the 60 minute Math block.

Person or Persons Responsible:

Classroom teachers

Target Dates or Schedule:

Daily sign up and weekly usage by teachers

Evidence of Completion:

Classrooms in the media center using ST Math.

Step #3 to Implement Strategy #1

Action:

Working with teachers and classrooms to ensure use of ST math program.

Person or Persons Responsible:

Math Coach

Target Dates or Schedule:

Initial training by Sept. 30th. Ongoing throughout the year.

Evidence of Completion:

Progress monitoring of teacher and classroom usage.

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

Action:

Review media center schedule

Person or Persons Responsible:

Principal Math Coach

Target Dates or Schedule:

By Sept. 9th

Evidence of Completion

Media Center schedule open and flexible for ST Math Lab Teachers and classes signed up.

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

Action:

Monitor ST Math progress and school wide data. Florida Achieves, Classroom assessments, Common Assessments, FCAT, I-Ready.

Person or Persons Responsible:

Math Coach SBLT Principal Assistant Principal

Target Dates or Schedule:

Core SBLT meetings once a month and as pertinent data comes in incase we need to make changes.

Evidence of Completion:

Math performance levels increasing across all grade levels.

Goal #5:	The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.
Barrier #1:	Science is not being taught with fidelity across the grade levels especially in K-4. Time and conflicts with reading and writing being two of the main reasons.
Strategy #1 to Overcome the Barrier	Team teaching in Grades 4 and 5.

Step #1 to Implement Strategy #1

Action:

Schedule teams in 4th and 5th grades so one teacher is responsible for Math and Science.

Person or Persons Responsible:

Principal Assistant Principal

Target Dates or Schedule:

Beginning of the year.

Evidence of Completion:

Teams are in place.

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

Action:

Walkthroughs and Feedback to teachers assigned to teaching science.

Person or Persons Responsible:

Principal Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion

Walkthrough and feedback data.

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

Action:

Look at Science data from a variety of sources. Journaling, scales, Common Assessments, projects.

Person or Persons Responsible:

Principal Assistant Principal SBLT

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Science performance data for our 4th and 5th graders will increase.

Goal #5:	The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.
Barrier #1:	Science is not being taught with fidelity across the grade levels especially in K-4. Time and conflicts with reading and writing being two of the main reasons.
Strategy #2 to Overcome the Barrier	Scheduling Science for every classroom in every grade level.

Step #1 to Implement Strategy #2

Action:

Each classroom has a specific set time for Science.

Person or Persons Responsible:

Principal Assistant Principal

Target Dates or Schedule:

By the beginning of the year.

Evidence of Completion:

Science is scheduled for every classroom.

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

Action:

Walkthroughs and feedback

Person or Persons Responsible:

Principal Assistant Principal

Target Dates or Schedule:

Throughout the year

Evidence of Completion

Science being taught in the classrooms.

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

Action:

Look at Science data from a variety of sources. Journaling, scales, Common Assessments, projects.

Person or Persons Responsible:

Principal Assistant Principal SBLT PLC's

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student performance on science tasks will increase in every grade level.

Goal #5:	The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.
Barrier #1:	Science is not being taught with fidelity across the grade levels especially in K-4. Time and conflicts with reading and writing being two of the main reasons.
Strategy #3 to Overcome the Barrier	Extended Learning Science Clubs and STEM project.

Step #1 to Implement Strategy #3

Action:

Select students for STEM Extended Learning project.

Person or Persons Responsible:

STEM coordinator

Target Dates or Schedule:

By the 2nd week of September

Evidence of Completion:

Students selected

Step #2 to Implement Strategy #3 - Budget Item

Action:

Work with Extended Learning STEM students 90 minutes a week.

Person or Persons Responsible:

STEM Coordinator

Target Dates or Schedule:

Once a week throughout the year.

Evidence of Completion:

Program is full to capacity and students are actively engaged.

Step #3 to Implement Strategy #3

Action:

Monitor attendance of students

Person or Persons Responsible:

Stem Coordinator

Target Dates or Schedule:

Once a week throughout the year

Evidence of Completion:

Attendance log and all students attending.

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

Action:

Extended Learning Walkthroughs

Person or Persons Responsible:

Assistant Principal

Target Dates or Schedule:

During Extended Learning throughout the year.

Evidence of Completion

Walkthrough and Feedback data to STEM coordinator and students.

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

Action:

Look at Science data from a variety of sources. Journaling, scales, Common Assessments, projects.

Person or Persons Responsible:

Assistant Principal Principal SBLT

Target Dates or Schedule:

Ongoing throughout the year.

Evidence of Completion:

Science performance for the STEM students increasing throughout the year.

Goal #5:	The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.
Barrier #2:	Students mastering the grade level concepts of the NGSS.
Strategy #1 to Overcome the Barrier	Training teachers and students on the use of Science notebooking expectations and rubrics.

Step #1 to Implement Strategy #1

Action:
Training on Science notebooking and rubrics

Person or Persons Responsible:
STEM Coach and district trainings.

Target Dates or Schedule:
Before Sept. 13

Evidence of Completion:
Teachers and students using notebooks and rubrics

Step #2 to Implement Strategy #1

Action:
Training students on Science notebooking and rubrics.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Before Sept. 20th

Evidence of Completion:
Teachers and students using notebooks and rubrics in Science.

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

Action:
Ensure teachers have been trained and students using notebooking.

Person or Persons Responsible:
Principal Assistant Principal

Target Dates or Schedule:
By Sept. 20th and ongoing throughout the year.

Evidence of Completion
Students and teachers using science notebooking throughout the school.

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

Action:

Is the strategy consistently being implemented.

Person or Persons Responsible:

Principal Assistant Principal

Target Dates or Schedule:

By Sept. 20th and ongoing throughout the year.

Evidence of Completion:

Students and teachers using Science notebooking, rubric and success criteria.

Goal #5:	The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.
Barrier #2:	Students mastering the grade level concepts of the NGSS.
Strategy #2 to Overcome the Barrier	Students, teachers and administrators will monitor science notebooks for the rigor of science instruction.

Step #1 to Implement Strategy #2

Action:

Monitor Science notebooking using rubrics and success criteria.

Person or Persons Responsible:

Teachers, Students

Target Dates or Schedule:

By Sept. 20th and ongoing throughout the year.

Evidence of Completion:

Consistent daily written reflections in science notebooks that align to the NGSS and rubric. Student conversations.

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

Action:

Walk throughs and checking content and rigor of written reflections based on the rubric in student science notebooks.

Person or Persons Responsible:

Principal Assistant Principal

Target Dates or Schedule:

Sept. 20th and ongoing.

Evidence of Completion

Walk through and feedback data.

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

Action:

Monitor science notebooks and PLC notes for consistency of instruction, instructional timeline and rigor of instruction.

Person or Persons Responsible:

Principal Assistant Principal SBLT

Target Dates or Schedule:

Sept. 20th and ongoing throughout the year.

Evidence of Completion:

SBLT minutes, feedback notes to teachers, and consistent scoring of science notebooks.

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 C- Migrant

NA in Pinellas

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 III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

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.

Violence Prevention Programs

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

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 number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.

Barrier #3: Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning

Strategy #1: Developing clearly defined and student friendly learning goals measured by a learning scale.

Action Step #2: Developing learning goals based completely on the common core standards

Facilitator leader

Participants

Classroom teachers Hourlies

Target dates or schedule

Ongoing for each high yield standard

Evidence of Completion and Person Responsible for Monitoring

Goals posted in classrooms and evident in lesson plans

(Person Responsible: Classroom teachers

Hourlies)

Action Step #3: Developing scales and assessments for students based on the learning goal.

Facilitator leader

Participants

Classroom teachers Hourlies

Target dates or schedule

Ongoing for each high yield standard

Evidence of Completion and Person Responsible for Monitoring

Scales posted in classrooms and student understanding of where they are in relationship to the scale.

(Person Responsible: Classroom teachers

Hourlies)

Barrier #4: Students in same classrooms and grade levels at a variety of different reading levels and needs.

Strategy #1: Use of hourlies and instructional set up to provide small group and individualized instruction.

Action Step #1: Break down data and organize students according to need and proficiency in reading.

Facilitator leader

Participants

RTI Coach Classroom teachers

Target dates or schedule

Friday Sept. 6

Evidence of Completion and Person Responsible for Monitoring

Groups broken down in classrooms and grade levels

(Person Responsible: RTI Coach
Classroom teachers)

Goal #2: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 56% to 69%.

Barrier #1: Students and teachers unfamiliar with writing across the curriculum.

Strategy #1: Students will do in depth journaling to explain their reasoning in all subject areas.

Action Step #3: Help teachers develop rubrics for acceptable journaling.

Facilitator leader

Participants

Literacy Coach

Target dates or schedule

Ongoing throughout the year and in PLC's

Evidence of Completion and Person Responsible for Monitoring

Teachers and students using rubrics in their classrooms with journaling.
(Person Responsible: Literacy Coach)

Goal #3: Decrease the percentage of referrals and suspensions across all subgroups by 30%.

Barrier #1: Consistent implementation of behavior plans. Schoolwide, classroom, and individual.

Strategy #1: Schoolwide trainings on the positive behavior supports in place for Tier 1 behavior.

Action Step #1: Behavior trainings on schoolwide system.

Facilitator leader

Behavior Coach

Participants

Behavior Coach Foundations team

Target dates or schedule

Before the beginning of school. Refresher in November, February, May.

Evidence of Completion and Person Responsible for Monitoring

Sign in sheets from trainings.
(Person Responsible: Behavior Coach
Foundations team)

Strategy #2: Behavior coach coaching individual teachers for classroom management systems and individual student behavior plans.

Action Step #2: Prioritize classrooms for coaching and assign behavior coach to those classrooms.

Facilitator leader

Behavior coach

Participants

SBLT Behavior coach

Target dates or schedule

At Behavior SBLT

Evidence of Completion and Person Responsible for Monitoring

SBLT notes

(Person Responsible: SBLT
Behavior coach)

Goal #4: The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.

Barrier #1: Teachers understanding of the rigor necessary for students to meet the expectations common core state standards.

Strategy #2: Designing assessments to get students to the rigor necessary and analyzing the data to inform instruction.

Action Step #1: Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.

Facilitator leader

Math Coach

Participants

Grade level Teams Math Coach

Target dates or schedule

For each common Core standard Unit

Evidence of Completion and Person Responsible for Monitoring

Assessments designed and in use across the grade level.

(Person Responsible: Grade level Teams
Math Coach)

Action Step #2: Analyze data to inform instruction

Facilitator leader

Math Coach

Participants

Grade level teams Math Coach

Target dates or schedule

PLC's

Evidence of Completion and Person Responsible for Monitoring

PLC notes

(Person Responsible: Grade level teams
Math Coach)

Appendix 2: Budget to Support School Improvement Goals**Budget Summary by Goal**

Goal	Description	Total
Goal #1	Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.	\$201,236
Goal #2	Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 56% to 69%.	\$1,500
Goal #3	Decrease the percentage of referrals and suspensions across all subgroups by 30%.	\$53,595
Goal #4	The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.	\$2,175
	Total	\$258,506

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Other	Evidence-Based Materials	Personnel	Technology	Total
Extended Learning Funds	\$0	\$0	\$0	\$0	\$0	\$0
SIP	\$0	\$2,000	\$0	\$0	\$0	\$2,000
Title 1	\$0	\$0	\$6,000	\$193,728	\$2,175	\$201,903
	\$0	\$0	\$0	\$0	\$0	\$0
School Improvement	\$0	\$0	\$1,008	\$0	\$0	\$1,008
Title1	\$0	\$0	\$0	\$53,595	\$0	\$53,595
Total	\$0	\$2,000	\$7,008	\$247,323	\$2,175	\$258,506

Budget Detail

Goal #1: Increase the number of students proficient in the area of reading from 35% to 54% as measured by the 2013-14 FCAT. This will decrease the number of Level 1 and 2 students from 65% to 46%.

Barrier #1: Enough teachers willing to work the extended time

Strategy #1: Pay for planning along the common core and tutoring in those standards where students are struggling

Action Step #1: Plan in place for tutoring with number of teachers willing.

Resource Type Evidence-Based Program

Resource Extended Learning Funds and Promise Time Funds

Funding Source Extended Learning Funds

Amount Needed

Barrier #2: Parent Involvement.

Strategy #1: Take home Book of the month and journaling activity.

Action Step #1: Order books for book of the month for each classroom and explain process to teachers.

Resource Type	Other
Resource	Books for family reading at home
Funding Source	SIP
Amount Needed	\$2,000

Strategy #2: Muffins for Moms and donuts for Dads. Come to read with your child.

Action Step #3: Supplies purchased for parent events

Resource Type	Evidence-Based Materials
Resource	Materials and manipulatives to be used at home
Funding Source	Title 1
Amount Needed	\$1,500

Action Step #4: Donuts, Muffins, Juice and coffee purchased and prepared for events. Food purchased for reading night events.

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

Barrier #3: Students able to understand exactly what they know and where they need to get to. Taking charge of their own learning

Strategy #2: Use of hourlies in small group instruction to help focus on individualized learning.

Action Step #1: Hiring of all 7 hourlies

Resource Type	Personnel
Resource	Hourly Teachers
Funding Source	Title 1
Amount Needed	\$140,133

Action Step #2: All 7 Hourlies schedules created, students identified, and materials purchased.

Resource Type	Evidence-Based Materials
Resource	Supplies for small group instruction (libraries, manipulatives, kits, etc....)
Funding Source	Title 1
Amount Needed	\$3,000

Barrier #4: Students in same classrooms and grade levels at a variety of different reading levels and needs.

Strategy #1: Use of hourlies and instructional set up to provide small group and individualized instruction.

Action Step #1: Break down data and organize students according to need and proficiency in reading.

Resource Type	Personnel
Resource	Books for Battle of teh books
Funding Source	Title 1
Amount Needed	\$53,595

Strategy #2: Battle of the Books and Reading counts extension and motivation for students.

Action Step #1: Order books and get the program setup in classrooms and media center

Resource Type	Evidence-Based Materials
Resource	Notebooks for student journaling across the subject areas
Funding Source	School Improvement
Amount Needed	\$1,008

Goal #2: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 56% to 69%.

Barrier #1: Students and teachers unfamiliar with writing across the curriculum.

Strategy #1: Students will do in depth journaling to explain their reasoning in all subject areas.

Action Step #2: Purchase journals for students.

Resource Type	Evidence-Based Materials
Resource	Clicker systems for immediate data feedback
Funding Source	Title 1
Amount Needed	\$1,500

Goal #3: Decrease the percentage of referrals and suspensions across all subgroups by 30%.

Barrier #1: Consistent implementation of behavior plans. Schoolwide, classroom, and individual.

Strategy #2: Behavior coach coaching individual teachers for classroom management systems and individual student behavior plans.

Action Step #2: Prioritize classrooms for coaching and assign behavior coach to those classrooms.

Resource Type	Personnel
Resource	
Funding Source	Title1
Amount Needed	\$53,595

Goal #4: The percentage of students achieving a level 3 or higher on the Math FCAT 2.0 will increase from 33% to 46%. This will reduce the percentage of level 1 and 2 students from 67% to 54%.

Barrier #1: Teachers understanding of the rigor necessary for students to meet the expectations common core state standards.

Strategy #2: Designing assessments to get students to the rigor necessary and analyzing the data to inform instruction.

Action Step #1: Use the Common core standards to develop assessments that get to level 3 on the Marzano scale.

Resource Type	Technology
Resource	Behavior Coach
Funding Source	Title 1
Amount Needed	\$2,175

Goal #5: The percentage of students achieving a level 3 or higher on the 5th grade Science FCAT will increase from 20% to 39%.

Barrier #1: Science is not being taught with fidelity across the grade levels especially in K-4. Time and conflicts with reading and writing being two of the main reasons.

Strategy #3: Extended Learning Science Clubs and STEM project.

Action Step #2: Work with Extended Learning STEM students 90 minutes a week.

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	