FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 1811 - High Point Elementary School
District: 52 - Pinellas
Principal: Susan Taylor where the mission is 100% student success and the vision is to educate and prepare each student for college, career and life.
SAC Chair: Shanon DiStaula
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/30/2013
Last Modified on: 11/04/2013

<table>
<thead>
<tr>
<th>Address:</th>
<th>Physical</th>
<th>Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5921 150TH AVE N</td>
<td>5921 150TH AVE N</td>
</tr>
<tr>
<td></td>
<td>Clearwater, FL 33760</td>
<td>Clearwater, FL 33760</td>
</tr>
</tbody>
</table>

Phone Number: 727-538-7440
Web Address: http://www.highpoint-es.pinellas.k12.fl.us
Email Address: 1811.principal@pcsb.org

<table>
<thead>
<tr>
<th>School Type:</th>
<th>Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative:</td>
<td>No</td>
</tr>
<tr>
<td>Charter:</td>
<td>No</td>
</tr>
<tr>
<td>Title I:</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch:</td>
<td>90%</td>
</tr>
<tr>
<td>Minority:</td>
<td>72%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Grade History:</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

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 | High Point Elementary School

Principal's name | Susan Taylor where the mission is 100% student success and the vision is to educate and prepare each student for college, career and life.

School Advisory Council chair's name | Shanon DiStaula

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Taylor</td>
<td>Principal</td>
</tr>
<tr>
<td>Jeannie Robinson</td>
<td>Asst. Principal</td>
</tr>
<tr>
<td>Margo Evancho</td>
<td>Instructional Staff Developer/Behavior</td>
</tr>
<tr>
<td>Karen Cangemi</td>
<td>Reading Coach</td>
</tr>
<tr>
<td>Katy Picano</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Jill Augustine</td>
<td>Diagnostician</td>
</tr>
<tr>
<td>Greg Vanderloop</td>
<td>Behavior Specialist</td>
</tr>
<tr>
<td>Mackenzie Gallace</td>
<td>K Team Leader</td>
</tr>
<tr>
<td>Lisa Bahr</td>
<td>Specialist Representative</td>
</tr>
<tr>
<td>Miguel Soto</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Lisa Medvedev</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Molly Baird</td>
<td>First Grade Team Leader</td>
</tr>
<tr>
<td>Julie Brewster</td>
<td>Second Grade Team Leader</td>
</tr>
<tr>
<td>Brandi Slezak</td>
<td>Third Grade Team Leader</td>
</tr>
<tr>
<td>Karen Densler</td>
<td>Fourth Grade Team Leader</td>
</tr>
<tr>
<td>Leslee Hill</td>
<td>Fifth Grade Team Leader</td>
</tr>
</tbody>
</table>

District-Level Information

District | Pinellas

Superintendent's name | Dr. Michael A Grego

Date of school board approval of SIP | 09/30/2013

School Advisory Council (SAC)

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

Describe the membership of the SAC including position titles

SAC consists of the principal, assistant principal, SAC Chair, parents, community members, and staff.

Describe the involvement of the SAC in the development of this school improvement plan

SAC reviews SIP plan in August, gives input, and approves final submission.

Describe the activities of the SAC for the upcoming school year

SAC will meet monthly and updates will be given about the SIP, and the state of the school. SAC also provides support for the implementation of Common Core Standards and High Yield Strategies.
Describe the projected use of school improvement funds and include the amount allocated to each project
Currently, our SAC balance is "0." If money is allotted SAC will support our SIP by purchasing leveled books in grades K-5 to continue our Guided Reading implementation Year 2 goal focusing on informational text.

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

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 2

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

Administrator Information:
Susan Taylor where the mission is 100% student success and the vision is to educate and prepare each student for college, career and life.

Principal

<table>
<thead>
<tr>
<th>Years as Administrator: 12</th>
<th>Years at Current School: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership-Doctorate degree K-12</td>
<td></td>
</tr>
</tbody>
</table>

Credentials
2012-2013 High Point Elementary School (HPE)- State grade "D." Reading proficiency 36% (5% gain from previous year), Removed from L-100 list of low performing reading score list, Math proficiency 37% (same as previous year), Reading Annual Gains and lowest 25% stayed same as previous year, Math Annual Gains increased by 6% from previous year, and math lowest 25% declined by 2% from previous year. Last year 3.5 writing was 29%, and this year's writing at 3.5 was 60% which is a 31% gain. Science scores declined 12% from previous year.

Performance Record

Jeannie Robinson

Asst Principal

<table>
<thead>
<tr>
<th>Years as Administrator: 1</th>
<th>Years at Current School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters in Educational Leadership</td>
<td></td>
</tr>
</tbody>
</table>

Credentials
Previous reading coach at Fairmount Elementary School.

Instructional Coaches

# Instructional Coaches 3

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

Instructional Coach Information:
<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Part-time / School-based</th>
<th>Years as Coach:</th>
<th>Years at Current School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Cangemi</td>
<td>Part-time / School-based</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Areas</td>
<td>Reading/Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials</td>
<td>BS in Elementary Education and Early Childhood Education MA in Reading K-12 ESOL Certified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Record</td>
<td>High Point 2013 - &quot;D,&quot; reading scores increased +5 in level 3 and above, removed from L-100 list of lowest performing reading score schools, writing 3.5 + increased by 31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margo Evancho</td>
<td>Part-time / School-based</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Areas</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials</td>
<td>Elementary Educationa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Record</td>
<td>High Point 2013-&quot;D,&quot; reading scores increased by +5 in level 3 and above, removed from L-100 lowest state reading school list, writing 3.5+ increased by 31%, math annual learning gains increased by +5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shanon DiStaula</td>
<td>Part-time / School-based</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>RtI/MTSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentials</td>
<td>Educational Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Record</td>
<td>High Point 2013 - &quot;D,&quot; reading scores increased by +5 in level 3 and above, removed from L-100 lowest state reading school list, writing 3.5 + increased by 31%, math annual learning gains increased by +5% from previous year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Teachers**

- # of classroom teachers 49
- # receiving effective rating or higher 47, 96%
- # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 0%
- # certified in-field, pursuant to Section 1012.2315(2), F.S. 44, 90%
- # ESOL endorsed 36, 73%
- # reading endorsed 3, 6%
- # with advanced degrees 10, 20%
- # National Board Certified 0, 0%
- # first-year teachers 0, 0%
- # with 1-5 years of experience 9, 18%
- # with 6-14 years of experience 20, 41%
# with 15 or more years of experience 20, 41%

Education Paraprofessionals, pursuant to s. 1012.01(2)(e)

# of paraprofessionals 3

# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0, 0%

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0

# receiving effective rating or higher (not entered because basis is < 10)

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

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

Both administrators meet with new teachers on a regular basis. This includes, but not limited to, observations, feedback, planning, discussing students (data, behavior) etc.,

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

Teachers are matched with grade level mentors by the district trained mentor. Teachers who are chosen exhibit positive leadership qualities and strong content knowledge in specific grade levels. Planned mentoring activities include discussing student data, planning lessons, connecting lessons to content standards, analyzing student work, and modeling or co-teaching.

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).

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 facilitator/A. P. Ms. Robinson generates the agenda and leads team discussions. The data manager (RTI Instructional Staff Developer-Shanon DiStaula) assists team in accessing and interpreting including aggregating/disaggregating) the data. The technology or tech-tech brokers technology necessary to manage and display relevant data. Recorder documents meeting, attendees, content and sends to team members in a timely manner. In addition, a record is kept on hand by the recorder for easy access for teachers. The timekeeper makes sure the meeting begins and ends on time. Meeting times are every Monday 7:30-8:15 throughout the school year.
What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

The function and responsibility of each SBLT member is to communicate, manage and coordinate the efforts between all school teams as well as review and revise the SIP.

MTSS Team will help coordinate efforts to implement and evaluate the effectiveness of PBS (Positive Behavior Supports). MTSS Team will use data sources to identify students in need of supplemental (Tier 2) and intensive (Tier 3) services. Data sources will also be analyzed and utilized to validate or rule out support at each Tier.

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

SBLT Minutes
Formative assessment data

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

The data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental and intensive supports in reading, math, science, writing and engagement (e.g., behavior, attendance) will be walkthrough data, AIMS Web, Performance Matters, DAR, Running Records, FAIR testing, FCAT testing, Ongoing Progress Monitoring, Data Warehouse, and other types of formative assessments.

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

The SBLT will use the Problem Solving Model with fidelity at weekly meetings. The SBLT way of work is shared with staff and SAC. Minutes are sent to all staff members weekly to support staff's understanding of MTSS and to build capacity in data-based problem solving. SBLT updates are shared at monthly SAC meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(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:
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Taylor</td>
<td>Principal</td>
</tr>
<tr>
<td>Jeannie Robinson</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Karen Cangemi</td>
<td>Reading Coach</td>
</tr>
<tr>
<td>Shannon DiStaula</td>
<td>RTI/ Instructional Coach</td>
</tr>
<tr>
<td>Robert Wirth</td>
<td>Technology Specialist</td>
</tr>
<tr>
<td>Lisa Bahr</td>
<td>ESE Resource</td>
</tr>
<tr>
<td>Joyce LaPlante</td>
<td>ESOL Lead Teacher</td>
</tr>
<tr>
<td>Anna Tsambis</td>
<td>LLI Grades 3-5</td>
</tr>
<tr>
<td>Barbara Fox</td>
<td>LLI Grades K-3</td>
</tr>
</tbody>
</table>

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The principal leads the LLT. An agenda is posted weekly on her door, and participants add topics. A timekeeper and recorder are assigned. Minutes are sent to teachers weekly and discussed at weekly PLC's. The role, function and responsibility of each LLT member is to create capacity of reading knowledge within the school, and to support the implementation of Common Core State Standards for literacy in all content areas.

What will be the major initiatives of the LLT this year?
Using the data-based Problem Solving Model which includes SBLT the major initiatives of LLT for the 13-14 school year will be to support staff professional development in literacy including development of high yield teaching strategies in all content areas based on Common Core. A strategic professional development calendar and SBLT calendar will be developed for the 13-14 school year to include professional development (PD), data analysis, data chats, and data wall times planned and sustained throughout the 13-14 school year.

Every Teacher Contributes to Reading Improvement
**Describe how the school ensures every teacher contributes to the reading improvement of every student**

Every teacher is trained in Jan Richardson's, "The Next Step in Guided Reading," reading program. Teachers focus assessments and target lessons for helping every child become a better reader. This initiative began in late 2012, and will continue full throttle 13-14. Sustained and differentiated professional development will be offered by our full-time reading coach, Karen Cangemi, and the district.

### 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**

Our school welcomes families anytime during the school day. Tours are given so families feel comfortable during this transitional period. Open House is scheduled before the first day of school for incoming kindergarten students.

### 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).

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](https://www.flsiponline.com), 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).

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

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>44%</td>
<td>36%</td>
<td>No</td>
<td>50%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>58%</td>
<td>39%</td>
<td>No</td>
<td>63%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>45%</td>
<td>33%</td>
<td>No</td>
<td>51%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39%</td>
<td>25%</td>
<td>No</td>
<td>45%</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
<td>52%</td>
<td>No</td>
<td>58%</td>
</tr>
<tr>
<td>English language learners</td>
<td>30%</td>
<td>9%</td>
<td>No</td>
<td>37%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>34%</td>
<td>7%</td>
<td>No</td>
<td>41%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>43%</td>
<td>33%</td>
<td>No</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>72</td>
<td>24%</td>
<td>39%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>34</td>
<td>11%</td>
<td>22%</td>
</tr>
</tbody>
</table>

### Florida Alternate Assessment (FAA)

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Gains

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students making learning gains (FCAT 2.0 and FAA)</td>
<td>95</td>
<td>32%</td>
<td>89%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0)</td>
<td>100</td>
<td>69%</td>
<td>89%</td>
</tr>
</tbody>
</table>

### Comprehensive English Language Learning Assessment (CELLA)

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>108</td>
<td>45%</td>
<td>70%</td>
</tr>
<tr>
<td>Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)</td>
<td>62</td>
<td>26%</td>
<td>50%</td>
</tr>
<tr>
<td>Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)</td>
<td>108</td>
<td>45%</td>
<td>70%</td>
</tr>
</tbody>
</table>
### Area 2: Writing

<table>
<thead>
<tr>
<th>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</th>
<th>2013 Actual</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at or above 3.5</td>
<td>53</td>
<td>62%</td>
<td>90%</td>
</tr>
</tbody>
</table>

| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | [data excluded for privacy reasons] | 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

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>48%</td>
<td>37%</td>
<td>No</td>
<td>53%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>64%</td>
<td>46%</td>
<td>No</td>
<td>68%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>36%</td>
<td>31%</td>
<td>No</td>
<td>42%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td>36%</td>
<td>No</td>
<td>53%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
<td>42%</td>
<td>No</td>
<td>63%</td>
</tr>
<tr>
<td>English language learners</td>
<td>44%</td>
<td>30%</td>
<td>No</td>
<td>50%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>37%</td>
<td>15%</td>
<td>No</td>
<td>43%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>47%</td>
<td>35%</td>
<td>No</td>
<td>52%</td>
</tr>
</tbody>
</table>

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>73</td>
<td>24%</td>
<td>50%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>39</td>
<td>13%</td>
<td>25%</td>
</tr>
</tbody>
</table>

#### Florida Alternate Assessment (FAA)

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

#### Learning Gains

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Gains</td>
<td>96</td>
<td>32%</td>
<td>75%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0 and EOC)</td>
<td>83</td>
<td>57%</td>
<td>75%</td>
</tr>
</tbody>
</table>

#### High School Mathematics
### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>48%</td>
<td></td>
<td>No</td>
<td>53%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>64%</td>
<td></td>
<td>No</td>
<td>68%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>36%</td>
<td></td>
<td>No</td>
<td>42%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td></td>
<td>No</td>
<td>53%</td>
</tr>
<tr>
<td>White</td>
<td>58%</td>
<td></td>
<td>No</td>
<td>63%</td>
</tr>
<tr>
<td>English language learners</td>
<td>44%</td>
<td></td>
<td>No</td>
<td>50%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>37%</td>
<td></td>
<td>No</td>
<td>43%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>47%</td>
<td></td>
<td>No</td>
<td>52%</td>
</tr>
</tbody>
</table>

### Algebra I End-of-Course (EOC) Assessment

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td></td>
<td>16%</td>
<td>35%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>[data excluded for privacy reasons]</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

### Area 4: Science

#### Elementary School Science

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>15</td>
<td>16%</td>
<td>35%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>[data excluded for privacy reasons]</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

**Florida Alternate Assessment (FAA)**

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

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

#### All Levels

<table>
<thead>
<tr>
<th>Activity</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td># of STEM-related experiences provided for students</td>
<td>650</td>
<td>726</td>
<td></td>
</tr>
<tr>
<td>(e.g. robotics competitions; field trips; science fairs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in STEM-related experiences provided for students</td>
<td>650</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Area 8: Early Warning Systems
## Elementary School Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who miss 10 percent or more of available instructional time</td>
<td>156</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>Students retained, pursuant to s. 1008.25, F.S.</td>
<td>15</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Students who are not proficient in reading by third grade</td>
<td>66</td>
<td>66%</td>
<td>50%</td>
</tr>
<tr>
<td>Students who receive two or more behavior referrals</td>
<td>137</td>
<td>23%</td>
<td>10%</td>
</tr>
<tr>
<td>Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.</td>
<td>24</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

## 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

Parent involvement activities will be held at least once per month. Pastries for Parents, Reading (Reading Under the Stars) Math Activity Night, All Pro Dads, Parent Informational Meetings, FCAT Informational Night, Technology Trainings, and the Science Fair will be scheduled throughout the school year. Tech Data Publix and GE Aviation are our school partners. They will also assist us in parent involvement activities.

### Specific Parental Involvement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will increase parent involvement by providing parent engagement opportunities atleast once per month using a Needs Assessment that was given to parents.</td>
<td>135</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>
## Goals Summary

**Goal #1:**
Increase the number of students proficient in math from 37% in 2013, to 53% in 2014, by engaging students in rigorous tasks and assignments with grade level and content area standards.

**Goal #2:**
Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing reading Common Core Standards at all grade levels.

**Goal #3:**
Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing Jan Richardson’s Guided Reading K-5 with fidelity.

**Goal #4:**
Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 62% to 90% by implementing explicit writing instruction throughout all content areas.

**Goal #5:**
Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the math Common Core Standards K-5.

**Goal #6:**
Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the ST Math web-based program in grades K-5 to differentiate math instruction.

**Goal #7:**
Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the science Common Core Standards K-5.

**Goal #8:**
Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the usage of science journals K-5.

**Goal #9:**
Increase the number of students proficient in writing as measured by FCAT from 62% (3.5) to 90% (3.5) by implementing the writing Common Core Standards K-5.

## Goals Detail

<table>
<thead>
<tr>
<th>Goal #1: Increase the number of students proficient in math from 37% in 2013, to 53% in 2014, by engaging students in rigorous tasks and assignments with grade level and content area standards.</th>
</tr>
</thead>
</table>

### Targets Supported

#### Resources Available to Support the Goal

- Journals
- District Math Instructional staff
- TDE’s CPALMS Title I hourlies
- Professional Development
- Common Planning
- ST Math
- Study Island

#### Targeted Barriers to Achieving the Goal

- Understanding the benchmarks & standards
### Plan to Monitor Progress Toward the Goal

**Goal #2:** Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing reading Common Core Standards at all grade levels.

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Resources Available to Support the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Common Core Standards online resources Technology Title I funding for TDE's and hourly teachers Karen Cangemi, K-5 Literacy Coach Woodlawn's Primary Literacy Coach Tracie Bergman, District Literacy Specialist Professional Development Calendar Common Planning</td>
</tr>
<tr>
<td>Reading - AMO's</td>
<td></td>
</tr>
<tr>
<td>Reading - FCAT2.0</td>
<td></td>
</tr>
<tr>
<td>Reading - FAA</td>
<td></td>
</tr>
<tr>
<td>Reading - Learning Gains</td>
<td></td>
</tr>
<tr>
<td>Reading - CELLA</td>
<td></td>
</tr>
<tr>
<td>Reading - Postsecondary Readiness</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**
- Organizational systems

---

### Plan to Monitor Progress Toward the Goal

**Goal #3:** Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing Jan Richardson’s Guided Reading K-5 with fidelity.

<table>
<thead>
<tr>
<th>Resources Available to Support the Goal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Standards online resources Technology Title I funding for TDE's and hourly teachers Karen Cangemi, K-5 Literacy Coach Woodlawn's Primary Literacy Coach Tracie Bergman, District Literacy Specialist Professional Development Calendar Common Planning</td>
<td></td>
</tr>
</tbody>
</table>

---

**Action:**
Lesson Plans Collaborative Planning

**Person or Persons Responsible:**
Principal, Assistant Principal, Karen Cangemi, Literacy Coach, Dr. Hires and District Leadership Team and SBLT

**Target Dates or Schedule:**
Daily and periodic walkthroughs by district

**Evidence of Completion:**
SBLT Minutes Common Assessments Data Chats Lesson Plans

---
**Targeted Barriers to Achieving the Goal**

- Understanding the Benchmarks & Standards

---

### Goal #4:

*Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 62% to 90% by implementing explicit writing instruction throughout all content areas.*

#### Targets Supported

- **Resources Available to Support the Goal**
  - Writing Common Core Online Resources
  - Karen Cangemi, Literacy Staff Developer Title I Technology
  - Mary Osborne, District Writing Supervisor
  - Core Connections Trainers
  - Woodlawn Elementary School
  - Formative Assessments
  - District Leadership Team

- **Targeted Barriers to Achieving the Goal**
  - New Teachers

#### Plan to Monitor Progress Toward the Goal

**Action:**

Professional Development Walkthroughs

**Person or Persons Responsible:**

Principal Assistant Principal Literacy Coach District Leadership Team

**Target Dates or Schedule:**

13-14 school year

**Evidence of Completion:**

Professional Development logs PLC documentation Formative Assessments Report Cards FCAT Data
### Goal #5:
**Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the math Common Core Standards K-5.**

**Targets Supported**
- Math
  - Math - Middle School Acceleration
  - Math - High School
  - Math - High School AMO's
  - Math - High School Postsecondary Readiness
  - Algebra 1 EOC
  - Geometry EOC

**Resources Available to Support the Goal**
- Math Common Core Standards online resources
- District Math Coaches
- Title I Laurel Rotter, Math District Supervisor
- Tech Data
- ST Math primary and intermediate teacher leaders
- Math Probes
- Vanderwall Essential Learnings Journals
- Florida Achieves CPALMS
- Common Planning ST Math Study Island
- Math Professional Development
- Data Walls
- Common Assessments

**Targeted Barriers to Achieving the Goal**
- Understanding benchmarks & standards

**Plan to Monitor Progress Toward the Goal**

**Action:**
Professional Development PLC's

**Person or Persons Responsible:**
Principal, Assistant Principal, Dr. Hires and district leadership team and SBLT

**Target Dates or Schedule:**
2013-2014 school year

**Evidence of Completion:**
PD logs PLC minutes
FCAT Scores
Report Cards
Lesson Plans

### Goal #6:
**Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the ST Math web-based program in grades K-5 to differentiate math instruction.**

**Targets Supported**
- Math Common Core Standards online resources
- Math Coach
- Title I Technology Laurel Rotter, District Math Supervisor
- Tech Data
- ST Math Trainer, Carl Robison
- Betsy Scherro, District Math Coach

**Targeted Barriers to Achieving the Goal**
- Technology
Plan to Monitor Progress Toward the Goal

<table>
<thead>
<tr>
<th>Goal #7: Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the science Common Core Standards K-5.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets Supported</strong></td>
</tr>
<tr>
<td>• Social Studies</td>
</tr>
<tr>
<td>• U.S. History EOC</td>
</tr>
<tr>
<td>• Civics EOC</td>
</tr>
<tr>
<td>• Science</td>
</tr>
<tr>
<td>• Science - Middle School</td>
</tr>
<tr>
<td>• Science - High School</td>
</tr>
<tr>
<td>• Science - Biology 1 EOC</td>
</tr>
<tr>
<td><strong>Resources Available to Support the Goal</strong></td>
</tr>
<tr>
<td>• Science Common Core Standard online resources Title 1 RTI/Instructional Staff Developer District science instructional staff developer Tech Data Technology Moodle Science Resources, Timelines, etc., Study Island for 5th grade</td>
</tr>
<tr>
<td><strong>Targeted Barriers to Achieving the Goal</strong></td>
</tr>
<tr>
<td>• Understanding benchmarks &amp; standards</td>
</tr>
</tbody>
</table>

Plan to Monitor Progress Toward the Goal

<table>
<thead>
<tr>
<th>Action: Professional Development, science content implementation in the classroom Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong> Principal, Assistant Principal, District Leadership Staff, Science Instructional Staff Developer, and SBLT</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong> September 2013- June 2014</td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong> PD log Formative Assessments Report Cards Lesson Plans Walkthrough Data</td>
</tr>
</tbody>
</table>

**Goal #8:** Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the usage of science journals K-5. 

**Targets Supported**
### Resources Available to Support the Goal

- Science Common Core Standards online resources Dr. Hires and District Science Staff Technology Tech Data Title I Journals Professional Development

### Targeted Barriers to Achieving the Goal

- Understanding the science benchmarks

#### Plan to Monitor Progress Toward the Goal

**Action:**
Professional Development Lesson Plans

**Person or Persons Responsible:**
Principal, Assistant Principal, District Leadership and Science Instructional Staff and SBLT

**Target Dates or Schedule:**
2013-2014 school year

**Evidence of Completion:**
PD logs FCAT Scores Common Assessments Report Cards Walkthroughs Lesson Plans

### Goal #9: Increase the number of students proficient in writing as measured by FCAT from 62% (3.5) to 90% (3.5) by implementing the writing Common Core Standards K-5.

#### Targets Supported

<table>
<thead>
<tr>
<th>Resources Available to Support the Goal</th>
<th>Targeted Barriers to Achieving the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writing Common Core online resources Karen Cangemi, Literacy Staff Developer Mary Osborne, District Writing Supervisor Technology Title I Woodlawn Elementary School Moodle 3rd and 4th Grade Teams</td>
<td>• Understanding the CCSS standards</td>
</tr>
</tbody>
</table>

#### Plan to Monitor Progress Toward the Goal

**Action:**
Daily walkthroughs by administrators and periodic walkthroughs by district staff

**Person or Persons Responsible:**
Principal, Assistant Principal, Literacy Coach, SBLT, and Dr. Hires and District Leadership

**Target Dates or Schedule:**
2013-2014 school year

**Evidence of Completion:**
PD logs Assessment data Report Cards FCAT Data

---

**Action Plan for Improvement**
<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Increase the number of students proficient in math from 37% in 2013, to 53% in 2014, by engaging students in rigorous tasks and assignments with grade level and content area standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #4:</td>
<td>Understanding the benchmarks &amp; standards</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Teachers will participate in guided collaboratively planning to unpack the standards.</td>
</tr>
</tbody>
</table>

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

**Action:**
Collaboratively plan to understand the benchmarks during common planning or obtaining TDE's

**Person or Persons Responsible:**
Teachers, Principal, Assistant Principal

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
Master Calendar, Professional Development Logs, Lesson Plans

**Facilitator:**
Erin Boreman

**Participants:**
Teachers, Principal, Assistant Principal

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

**Action:**
Daily walkthroughs and periodic walkthroughs by district

**Person or Persons Responsible:**
Principal, Assistant Principal, Dr. Hires, and District Leadership Team

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
Walkthrough feedback

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

**Action:**
Walkthroughs, Assessment Data, Lesson Plans

**Person or Persons Responsible:**
Principal, Assistant Principal, Dr. Hires, and District Leadership Team

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
Common Assessment Data Report Cards
Goal #2: Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing reading Common Core Standards at all grade levels.

Barrier #1: Organizational systems

Strategy #1 to Overcome the Barrier: Develop systems to hold teachers accountable for providing Common Core Literacy State Standards across grade levels.

---

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

**Action:**
Provide professional development sustained throughout the school year for teachers focused on unpacking the Common Core Standards

**Person or Persons Responsible:**
Principal Assistant Principal Classroom Teachers

**Target Dates or Schedule:**
August 2013 - June 2013

**Evidence of Completion:**
Pro Ed Training Assessments PLC Minutes Master Calendar Lesson Plans

---

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

**Action:**
Walkthrough Fidelity

**Person or Persons Responsible:**
Principal Assistant Principal

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
Walkthrough Fidelity Checklist Master Calendar Participant Assessments of Trainings Common Assessments Data Chats

---

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

**Action:**
Problem Solving Template

**Person or Persons Responsible:**
Principal Assistant Principal SBLT

**Target Dates or Schedule:**
Every Monday at SBLT

**Evidence of Completion:**
SBLT Minutes Common Assessments Data Chats Lesson Plans
Goal #3: Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing Jan Richardson's Guided Reading K-5 with fidelity.

Barrier #1: Understanding the Benchmarks & Standards

Strategy #1 to Overcome the Barrier: Provide TDE's using Title I dollars to provide professional development so teachers have a deep understanding of the benchmarks and state standards.

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

Action:
Teacher and Instructional Support Staff Professional Development led by reading coach

Person or Persons Responsible:
Principal Assistant Principal Teachers Hourly Teachers Instructional Support Staff

Target Dates or Schedule:
During teacher's planning times, and as needed throughout the school year securing TDE's using Title I dollars

Evidence of Completion:
Walkthrough documentation Pro Ed documentation Lesson Plans

Facilitator:
Erin Boreman

Participants:
Principal Assistant Principal Teachers Hourly Teachers Instructional Support Staff

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

Action:
Walkthroughs Teacher observation Lesson Plans

Person or Persons Responsible:
Principal Assistant Principal Literacy Coach District Leadership Team

Target Dates or Schedule:
August 2013-June 2014

Evidence of Completion
Walkthrough data Pro Ed logs Common Assessments Data Chats and Data Walls Lesson Plans

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

Action:
Data from daily walkthroughs and district walkthroughs Lesson Plans

Person or Persons Responsible:
Principal Assistant Principal Reading Coach District Leadership Team

Target Dates or Schedule:
August 2013-June 2014

Evidence of Completion:
Walkthrough data Data Chats Data Walls Common Assessments Lesson Plans
Goal #4: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 62% to 90% by implementing explicit writing instruction throughout all content areas.

Barrier #2: New Teachers

Strategy #1 to Overcome the Barrier: Provide Common Core writing professional development for new teachers.

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

**Action:**
Attend Common Core writing training at Woodlawn Elementary School Sustained writing professional development embedded into the school day

**Person or Persons Responsible:**
Reading Coach Teachers Hourly Teachers Instructional Support Staff Principal Assistant Principal

**Target Dates or Schedule:**
September 2013-April 2014

**Evidence of Completion:**
Pro Ed Assessment Master Calendar TDE documentation

**Facilitator:**
Erin Boreman

**Participants:**
Reading Coach Teachers Hourly Teachers Instructional Support Staff Principal Assistant Principal

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

**Action:**
Walkthroughs Teacher Observations Lesson Plans Embedded Professional Development TDE's

**Person or Persons Responsible:**
Literacy Coach Principal Assistant Principal District Leadership Team

**Target Dates or Schedule:**
September 2013-April 2014

**Evidence of Completion**
Walkthrough feedback Formative Assessments Lesson Plans TDE documentation

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

**Action:**
Walkthroughs Teacher Observations Lesson Plans

**Person or Persons Responsible:**
Literacy Coach Principal Assistant Principal District Leadership Team

**Target Dates or Schedule:**
September 2013-April 2014

**Evidence of Completion:**
Walkthrough Feedback Formative Assessments Report Cards
<table>
<thead>
<tr>
<th>Goal #5:</th>
<th>Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the math Common Core Standards K-5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #3:</td>
<td>Understanding benchmarks &amp; standards</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Provide time for teachers to plan collaboratively and unpack the math standards.</td>
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</table>

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

**Action:**
TDE’s for math planning Team common planning during the Master Schedule Embedded staff development

**Person or Persons Responsible:**
Administrators Teachers Instructional Support Staff Hourly teachers District math instructional staff developers

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
TDE documentation Master Calendar Scheduled support from district

**Facilitator:**

**Participants:**
Administrators Teachers Instructional Support Staff Hourly teachers District math instructional staff developers

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

**Action:**
Collaborative planning TDE’s

**Person or Persons Responsible:**
Principal Assistant Principal District Leadership Team SBLT

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion**
PLC Minutes Master Calendar TDE documentation Common Assessment Data Lesson Plans

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

**Action:**
Guided Collaborative Team Planning

**Person or Persons Responsible:**
Principal Assistant Principal District Math Support Team Dr. Hires and District Team

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
Common Assessment Data Lesson Plans Report Cards
| **Goal #6:** | Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the ST Math web-based program in grades K-5 to differentiate math instruction. |
| **Barrier #2:** | Technology |
| **Strategy #1 to Overcome the Barrier** | Place laptop cards with 3-5th grade classrooms so there is a one to one ratio with students during the school day. |

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

**Action:**
Laptop carts to intermediate classrooms Primary classrooms schedule ST Math in the media center or computer lab by using Master Calendar

**Person or Persons Responsible:**
Technology Specialist Tech Tech Teachers Principal Assistant Principal Instructional Support Staff Hourly teachers

**Target Dates or Schedule:**
September 2013-June 2014

**Evidence of Completion:**
ST Math 75% completion goal all grade levels

**Facilitator:**
Erin Boreman

**Participants:**
Technology Specialist Tech Tech Teachers Principal Assistant Principal Instructional Support Staff Hourly teachers

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

**Action:**
ST Math utilized in grades K-5 with fidelity for at least minimum timeframe recommendations Lesson Plans

**Person or Persons Responsible:**
Principal Assistant Principal Technology Specialist Tech Tech Betsy Scherro Primary ST Teacher Leader Intermediate ST Teacher Leader SBLT District Leadership Staff

**Target Dates or Schedule:**
September 2013-June 2014

**Evidence of Completion**
Obtaining at least 75% completion rate in grades K-5
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #6

**Action:**
ST Math usage K-5 for minimum requirements weekly

**Person or Persons Responsible:**
Principal Assistant Principal Technology Specialist Classroom Teachers Betsy Scherro Carl Robinson District Leadership Staff

**Target Dates or Schedule:**
September 2013-June 2014

**Evidence of Completion:**
Atleast 75% completion rate FCAT Scores Report Cards Lesson Plans ST Reports

---

**Goal #7:**
Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the science Common Core Standards K-5.

**Barrier #2:**
Understanding benchmarks & standards

**Strategy #1 to Overcome the Barrier:**
Plan time for collaborative planning throughout the 2013-2014 school year to unpack the science benchmarks and science standards.

---

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

**Action:**
Unpacking the CCSS standards

**Person or Persons Responsible:**
Administrators, teachers, district leadership science staff

**Target Dates or Schedule:**
September 2013-April 2014

**Evidence of Completion:**
PLC Minutes Walkthroughs Pro Ed Logs Lesson Plans

**Facilitator:**
Erin Boreman

**Participants:**
Administrators, teachers, district leadership science staff

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

**Action:**
Collaborative Science CCSS standards planning Implementation of science curriculum Lesson Plans

**Person or Persons Responsible:**
Administrators Dr. Hires and district leadership

**Target Dates or Schedule:**
September 2013-June 2014

**Evidence of Completion:**
Professional Development 13-14 calendar PLC Minutes Pro Ed Logs Report Cards Lesson Plans Formative Assessments
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #7

**Action:**
Fidelity with science instruction in the classroom Science Fair Response

**Person or Persons Responsible:**
Administrators District leadership District science instructional staff developers

**Target Dates or Schedule:**
September 2013-June 2014

**Evidence of Completion:**
Walkthroughs Lesson Plans Report Cards 2014 Science FCAT Scores

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Goal #8:
Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the usage of science journals K-5.

Barrier #2:
Understanding the science benchmarks

Strategy #1 to Overcome the Barrier
Provide TDE's for teachers to plan collaboratively to unpack the standards.

---

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

**Action:**
TDE's Common Planning Times Professional Development

**Person or Persons Responsible:**
Administrators Classroom Teachers Instructional Support Staff

**Target Dates or Schedule:**
September 2013- May 2014

**Evidence of Completion:**
Pro Ed logs TDE's Lesson Plans Walkthrough Data

**Facilitator:**
Erin Boreman

**Participants:**
Administrators Classroom Teachers Instructional Support Staff

---

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

**Action:**
Usage of Science Journals daily

**Person or Persons Responsible:**
Principal Assistant Principal Dr. Hires and District Leadership

**Target Dates or Schedule:**
September 2013-June 2014

**Evidence of Completion**
Walkthrough Feedback Report Cards Area Visit Feedback
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #8

**Action:**
Science instruction using science journals with fidelity

**Person or Persons Responsible:**
Principal Assistant Principal District Science Support Staff

**Target Dates or Schedule:**
September 2013-June 2014

**Evidence of Completion:**
Walkthroughs Report Cards Common Assessments Lesson Plans

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**Goal #9:**
Increase the number of students proficient in writing as measured by FCAT from 62% (3.5) to 90% (3.5) by implementing the writing Common Core Standards K-5.

**Barrier #2:**
Understanding the CCSS standards

**Strategy #1 to Overcome the Barrier**
Teachers will attend guided collaborative planning professional development.

---

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

**Action:**
Attend professional development to become knowledgeable in writing content (standards)

**Person or Persons Responsible:**
Teachers Principal Assistant Principal Title I Hourly Teachers

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
PLC Logs Professional Development Lesson Plans

**Facilitator:**
Teachers Principal Assistant Principal Title I Hourly Teachers

---

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

**Action:**
Daily Walkthroughs by administrators Periodic Walkthroughs by district staff

**Person or Persons Responsible:**
Principal Assistant Principal Literacy Coach District Leadership

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion**
Walkthrough Feedback Lesson Plans
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #9

**Action:**
Daily Walkthroughs and District Walkthroughs

**Person or Persons Responsible:**
SBLT, Principal, Assistant Principal, Literacy Coach, Dr. Hires and District Leadership Team

**Target Dates or Schedule:**
August 2013-June 2014

**Evidence of Completion:**
Walkthrough Feedback Assessments Report Cards

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**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 funds are utilized, in conjunction with various other federal, state, local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including, but not limited to: School and Community Support (Tech Data, GE Aviation, Publix), Teacher and Learning, Assessment, Accountability & Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation.

---

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

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

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:
**Goal #1:** Increase the number of students proficient in math from 37% in 2013, to 53% in 2014, by engaging students in rigorous tasks and assignments with grade level and content area standards.

**Barrier #4:** Understanding the benchmarks & standards

**Strategy #1:** Teachers will participate in guided collaboratively planning to unpack the standards.

**Action Step #1:** Collaboratively plan to understand the benchmarks during common planning or obtaining TDE's

<table>
<thead>
<tr>
<th>Facilitator leader</th>
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**Evidence of Completion and Person Responsible for Monitoring**
- Master Calendar
- Professional Development Logs
- Lesson Plans
- (Person Responsible: Teachers, Principal, Assistant Principal)

**Goal #2:** Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing reading Common Core Standards at all grade levels.

**Barrier #1:** Organizational systems

**Strategy #1:** Develop systems to hold teachers accountable for providing Common Core Literacy State Standards across grade levels.

**Action Step #1:** Provide professional development sustained throughout the school year for teachers focused on unpacking the Common Core Standards

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**Evidence of Completion and Person Responsible for Monitoring**
- Pro Ed Training Assessments
- PLC Minutes
- Master Calendar
- Lesson Plans
- (Person Responsible: Principal, Assistant Principal, Classroom Teachers)
**Goal #3**: Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing Jan Richardson’s Guided Reading K-5 with fidelity.

**Barrier #1**: Understanding the Benchmarks & Standards

**Strategy #1**: Provide TDE’s using Title I dollars to provide professional development so teachers have a deep understanding of the benchmarks and state standards.

**Action Step #1**: Teacher and Instructional Support Staff Professional Development led by reading coach

**Facilitator leader**
Erin Boreman

**Participants**
Principal Assistant Principal Teachers Hourly Teachers Instructional Support Staff

**Target dates or schedule**
During teacher's planning times, and as needed throughout the school year securing TDE’s using Title I dollars

**Evidence of Completion and Person Responsible for Monitoring**
Walkthrough documentation
Pro Ed documentation
Lesson Plans
(Person Responsible: Principal Assistant Principal Teachers Hourly Teachers Instructional Support Staff)

---

**Goal #4**: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 62% to 90% by implementing explicit writing instruction throughout all content areas.

**Barrier #2**: New Teachers

**Strategy #1**: Provide Common Core writing professional development for new teachers.

**Action Step #1**: Attend Common Core writing training at Woodlawn Elementary School Sustained writing professional development embedded into the school day

**Facilitator leader**
Erin Boreman

**Participants**
Reading Coach Teachers Hourly Teachers Instructional Support Staff Principal Assistant Principal

**Target dates or schedule**
September 2013-April 2014

**Evidence of Completion and Person Responsible for Monitoring**
Pro Ed Assessment
Master Calendar
TDE documentation
(Person Responsible: Reading Coach Teachers Hourly Teachers Instructional Support Staff Principal Assistant Principal)
**Goal #5:** Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the math Common Core Standards K-5.

**Barrier #3:** Understanding benchmarks & standards

**Strategy #1:** Provide time for teachers to plan collaboratively and unpack the math standards.

**Action Step #1:** TDE's for math planning Team common planning during the Master Schedule Embedded staff development

**Facilitator leader**

**Participants**
Administrators Teachers Instructional Support Staff Hourly teachers District math instructional staff developers

**Target dates or schedule**
August 2013-June 2014

**Evidence of Completion and Person Responsible for Monitoring**
TDE documentation
Master Calendar
Scheduled support from district
(Person Responsible: Administrators Teachers Instructional Support Staff Hourly teachers District math instructional staff developers)

---

**Goal #6:** Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the ST Math web-based program in grades K-5 to differentiate math instruction.

**Barrier #2:** Technology

**Strategy #1:** Place laptop cards with 3-5th grade classrooms so there is a one to one ratio with students during the school day.

**Action Step #1:** Laptop carts to intermediate classrooms Primary classrooms schedule ST Math in the media center or computer lab by using Master Calendar

**Facilitator leader**
Erin Boreman

**Participants**
Technology Specialist Tech Tech Teachers Principal Assistant Principal Instructional Support Staff Hourly teachers

**Target dates or schedule**
September 2013-June 2014

**Evidence of Completion and Person Responsible for Monitoring**
ST Math 75% completion goal all grade levels
(Person Responsible: Technology Specialist Tech Tech Teachers Principal Assistant Principal Instructional Support Staff Hourly teachers)
**Goal #7:** Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the science Common Core Standards K-5.

**Barrier #2:** Understanding benchmarks & standards

**Strategy #1:** Plan time for collaborative planning throughout the 2013-2014 school year to unpack the science benchmarks and science standards.

**Action Step #1:** Unpacking the CCSS standards

- **Facilitator leader**
  Erin Boreman

- **Participants**
  Administrators, teachers, district leadership science staff

- **Target dates or schedule**
  September 2013-April 2014

- **Evidence of Completion and Person Responsible for Monitoring**
  PLC Minutes
  Walkthroughs
  Pro Ed Logs
  Lesson Plans
  (Person Responsible: Administrators, teachers, district leadership science staff)

**Goal #8:** Increase the number of students proficient in the area of science from 22% in 2013, to 35% in 2014, by implementing the usage of science journals K-5.

**Barrier #2:** Understanding the science benchmarks

**Strategy #1:** Provide TDE's for teachers to plan collaboratively to unpack the standards.

**Action Step #1:** TDE's Common Planning Times Professional Development

- **Facilitator leader**
  Erin Boreman

- **Participants**
  Administrators Classroom Teachers Instructional Support Staff

- **Target dates or schedule**
  September 2013- May 2014

- **Evidence of Completion and Person Responsible for Monitoring**
  Pro Ed logs
  TDE's Lesson Plans
  Walkthrough Data
  (Person Responsible: Administrators Classroom Teachers Instructional Support Staff)
**Goal #9:** Increase the number of students proficient in writing as measured by FCAT from 62% (3.5) to 90% (3.5) by implementing the writing Common Core Standards K-5.

**Barrier #2:** Understanding the CCSS standards

**Strategy #1:** Teachers will attend guided collaborative planning professional development.

**Action Step #1:** Attend professional development to become knowledgeable in writing content (standards)

**Facilitator leader**

**Participants**

Teachers Principal Assistant Principal Title I Hourly Teachers

**Target dates or schedule**

August 2013-June 2014

**Evidence of Completion and Person Responsible for Monitoring**

PLC Logs
Professional Development
Lesson Plans
(Person Responsible: Teachers
Principal
Assistant Principal
Title I Hourly Teachers)

**Budget**

<table>
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<tr>
<th>Budget Summary by Goal</th>
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<thead>
<tr>
<th>Budget Summary by Resource Type and Funding Source</th>
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**Budget Detail**

**Goal #1:** Increase the number of students proficient in math from 37% in 2013, to 53% in 2014, by engaging students in rigorous tasks and assignments with grade level and content area standards.

**Barrier #4:** Understanding the benchmarks & standards

**Strategy #1:** Teachers will participate in guided collaboratively planning to unpack the standards.

**Action Step #1:** Collaboratively plan to understand the benchmarks during common planning or obtaining TDE's

**Resource Type**

Evidence-Based Program

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**Strategy #1:** Develop systems to hold teachers accountable for providing Common Core Literacy State Standards across grade levels.

**Action Step #1:** Provide professional development sustained throughout the school year for teachers focused on unpacking the Common Core Standards

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**Goal #3:** Increase the number of students proficient in the area of reading from 36% in 2013, to 50% (AMO) in 2014, by implementing Jan Richardson's Guided Reading K-5 with fidelity.

**Barrier #1:** Understanding the Benchmarks & Standards

**Strategy #1:** Provide TDE's using Title I dollars to provide professional development so teachers have a deep understanding of the benchmarks and state standards.

**Action Step #1:** Teacher and Instructional Support Staff Professional Development led by reading coach

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**Goal #4:** Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 62% to 90% by implementing explicit writing instruction throughout all content areas.

**Barrier #2:** New Teachers

**Strategy #1:** Provide Common Core writing professional development for new teachers.

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**Goal #5:** Increase the number of students proficient in the area of math from 37% in 2013, to 53% (AMO) in 2014, by implementing the math Common Core Standards K-5.

**Barrier #3:** Understanding benchmarks & standards

**Strategy #1:** Provide time for teachers to plan collaboratively and unpack the math standards.

**Action Step #1:** TDE's for math planning Team common planning during the Master Schedule Embedded staff development

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