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

Address:	**Physical**	**Mailing**
	5921 150TH AVE N Clearwater, FL 33760	5921 150TH AVE N Clearwater, FL 33760
Phone Number:	727-538-7440	
Web Address:	http://www.highpoint-es.pinellas.k12.fl.us	
Email Address:	1811.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	90%			
Minority:	72%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	D	C	C

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

Current School Status

School Information

School-Level Information

School 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)

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

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).
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

In Compliance

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

Highly Qualified Staff

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

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

Administrators

 # Administrators 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	Years as Administrator: 12	Years at Current School: 4
Credentials	Educational Leadership-Doctorate degree K-12	
Performance Record	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.	

Jeannie Robinson

Asst Principal	Years as Administrator: 1	Years at Current School:
Credentials	Masters in Educational Leadership	
Performance Record	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:

Karen Cangemi

Part-time / School-based	Years as Coach: 2	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BS in Elementary Education and Early Childhood Education MA in Reading K-12 ESOL Certified
Performance Record	High Point 2013 - "D," 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%

Margo Evancho

Part-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Other
Credentials	Elementary Educationa
Performance Record	High Point 2013-"D, " 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%

Shanon DiStaula

Part-time / School-based	Years as Coach: 4	Years at Current School:

Areas	RtI/MTSS
Credentials	Educational Leadership
Performance Record	High Point 2013 - "D," 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

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

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

Strategy: 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
The learning day will be extended beyond the scheduled school day anywhere from 1-4 days per week. This learning time will be focused on individual students strengths and weaknesses. Opportunities for reading and math intensive instruction will be offered along with STEM initiatives to enrich students learning.

How is data collected and analyzed to determine the effectiveness of this strategy?
The RTI Instructional Staff Developer (Shanon DiStaula) will collect and analyze data. Reports will be given periodically at SBLT meetings.

Who is responsible for monitoring implementation of this strategy?
Both administrators and the instructional staff developers in reading and math will assist in the monitoring of Extended Learning Strategies (ELS).

Literacy Leadership Team (LLT)

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

Name	Title
Susan Taylor	Principal
Jeannie Robinson	Assistant Principal
Karen Cangemi	Reading Coach
Shanon DiStaula	RTI/ Instructional Coach
Robert Wirth	Technology Specialist
Lisa Bahr	ESE Resource
Joyce LaPlante	ESOL Lead Teacher
Anna Tsambis	LLI Grades 3-5
Barbara Fox	LLI Grades K-3

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, 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

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	24%	39%
Students scoring at or above Achievement Level 4	34	11%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	95	32%	89%
Students in lowest 25% making learning gains (FCAT 2.0)	100	69%	89%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	108	45%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	62	26%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	108	45%	70%

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	53	62%	90%
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

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	24%	50%
Students scoring at or above Achievement Level 4	39	13%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	96	32%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	83	57%	75%

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

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

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			

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	15	16%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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)	650		726
Participation in STEM-related experiences provided for students	650	100%	100%

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	156	25%	10%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	66	66%	50%
Students who receive two or more behavior referrals	137	23%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	24	3%	1%

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

Target	2013 Actual #	2013 Actual %	2014 Target %
We will increase parent involvement by providing parent engagement opportunities atleast once per month using a Needs Assessment that was given to parents.	135	20%	40%

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

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.**
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

Action:
Walkthroughs Professional Development sustained training scheduled for the 13-14 school year
Common Assessment Data Lesson Plans

Person or Persons Responsible:
Classroom Teachers, Principal, Assistant Principal, District Staff

Target Dates or Schedule:
August 2013-June 2013

Evidence of Completion:
FCAT 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.**

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	• 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
Targeted Barriers to Achieving the Goal	• Organizational systems

Plan to Monitor Progress Toward the Goal

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

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.**

Targets Supported

Resources Available to Support the Goal
- Karen Cangemi, Literacy Coach Jan Richardson's , " The Next Step in Guided Reading. " teacher resource guide Technology Tracie Bergman, District Literacy Supervisor Woodlawn's former primary coach now full time reading coach who is an expert in primary Tracie Bergman, District Literacy Supervisor Guided Reading books for students Title I Funding Title I Hourly Teachers ELP - Hire 2 1/2 more hourly teachers CPALMS Common Assessments District Leadership

Targeted Barriers to Achieving the Goal
- Understanding the Benchmarks & Standards

Plan to Monitor Progress Toward the Goal

Action:
Professional development which is sustained for the entire school year Lesson Plans

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

Target Dates or Schedule:
13-14 school year

Evidence of Completion:
Professional development logs PLC Minutes Common Assessment Data Data Walls Lesson Plans Report Cards

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
- Writing

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	
Resources Available to Support the Goal	• 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

Action:
Professional Development ST Math Training K-5 Lesson Plans

Person or Persons Responsible:
Principal, Assistant Principal, Technology Specialist, District leadership team & math department, Carl Robinson, and SBLT

Target Dates or Schedule:
2013-2014 school year

Evidence of Completion:
PD Logs PLC Minutes Math FCAT Scores Common Assessments Lesson Plans Atleast 75% completion rate by June 2014

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.**

Targets Supported	• Social Studies • U.S. History EOC • Civics EOC • Science • Science - Middle School • Science - High School • Science - Biology 1 EOC
Resources Available to Support the Goal	• 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
Targeted Barriers to Achieving the Goal	• Understanding benchmarks & standards

Plan to Monitor Progress Toward the Goal

Action:
Professional Development, science content implementation in the classroom Lesson Plans

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

Target Dates or Schedule:
September 2013- June 2014

Evidence of Completion:
PD log Formative Assessments Report Cards Lesson Plans Walkthrough Data

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

Resources Available to Support the Goal	• 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
Targeted Barriers to Achieving the Goal	• Understanding the CCSS standards

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

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 to Overcome the Barrier	Teachers will participate in guided collaboratively planning to unpack the standards.

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

Facilitator:

Participants:
Principal Assistant Principal Classroom Teachers

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

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 to Overcome the Barrier	Provide time for teachers to plan collaboratively and unpack the math standards.

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 atleast minimum timeframe recommendations Lesson Plans

Person or Persons Responsible:
Prinicipal 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 atleast 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

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

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

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:

Participants:
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

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.

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

Facilitator leader
Erin Boreman

Participants
Teachers Principal Assistant Principal

Target dates or schedule
August 2013-June 2014

Evidence of Completion and Person Responsible for Monitoring
Master Calendar br />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

Facilitator leader

Participants
Principal Assistant Principal Classroom Teachers

Target dates or schedule
August 2013 - June 2013

Evidence of Completion and Person Responsible for Monitoring
Pro Ed Training Assessments
PLC Minutes
Master Calendar
Lesson Plans
(Person Responsible: Principal br />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 br />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 br />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 br />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

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Resource Type and Funding Source

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

Budget Detail

Goal #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

Resource

Funding Source

Amount Needed

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

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

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

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

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

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

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

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

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

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

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

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

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)

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	