

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 3761 - James B. Sanderlin Pk 8  
**District:** 52 - Pinellas  
**Principal:** Denise Miller  
**SAC Chair:** Benjamin A. Smet  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** 09/24/2013  
**Last Modified on:** 10/28/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	2350 22ND AVE S St Petersburg, FL 33712	2350 22ND AVE S St Petersburg, FL 33712
<b>Phone Number:</b>	727-552-1700	
<b>Web Address:</b>	<a href="http://www.sanderlinib.com/">http://www.sanderlinib.com/</a>	
<b>Email Address:</b>	3761.principal@pcsb.org	

<b>School Type:</b>	Combination School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	No			
<b>Free/Reduced Lunch:</b>	57%			
<b>Minority:</b>	60%			
<b>School Grade History:</b>	<u>2012-13</u> C	<u>2011-12</u> B	<u>2010-11</u> D	<u>2009-10</u> C

### NOTE

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

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> James B. Sanderlin Pk 8	
<b>Principal's name</b> Denise Miller	
<b>School Advisory Council chair's name</b> Benjamin A. Smet	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Denise Miller	Principal
Mary Sue Cehi	Assistant Principal
Gerrienne Parker	School Counselor
Jeremy Salyers	School Counselor
Shannon Myron	School Psychologist
Robyn Royall	School Social Worker
Karen Fradley	Instructional Coach
<b>District-Level Information</b>	
<b>District</b> Pinellas	
<b>Superintendent's name</b> Dr. Michael A Grego	
<b>Date of school board approval of SIP</b> 09/24/2013	
<b>School Advisory Council (SAC)</b> This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b> At each monthly meeting, an aspect of the current SIP is discussed in SAC. Recommendations are incorporated as part of that on-going process.	
<b>Describe the activities of the SAC for the upcoming school year</b> SAC will focus on a better understanding of the IB philosophy and framework, and how that aligns with current best practices and continue to participate in the writing of the schoolwide IB essential agreements for Language and Special Needs; gain a better understanding of standards-based, formative and summative assessments and review academic, behavior and attendance data; review parent engagement practices and make revisions as needed.	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>	
<b>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</b> In Compliance	
<b>If no, describe the measures being taken to comply with SAC requirements</b>	
<b>Highly Qualified Staff</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:

**Denise Miller**

Principal

Years as Administrator: 22

Years at Current School: 10

#### Credentials

B.A. Emotionally Disturbed Education  
M.A. Emotionally Disturbed Education  
Ph.D. Curriculum & Instruction: Special Education

#### Performance Record

2012 - 2013

James B. Sanderlin PK-8

School Grade: C

Reading: Mastery 66%, Learning Gains 66%, LQ Gains 60%

Math: Mastery 52%, Learning Gains 63%A, LQ Gains 62%

Writing: Mastery 70%

Science: Mastery 36%

2011 – 2012

James B. Sanderlin PK-8

School Grade: B

Reading: Mastery 53%, Learning Gains 66%, LQ Gains 56%

Math: Mastery 44%, Learning Gains 76%, LQ Gains 68%

Writing: Mastery 82%

Science: Mastery 50%

2010 - 2011

James B. Sanderlin PK-8

School Grade: D

Reading: Mastery 55%, Learning Gains 54%, LQ Gains 42%

Math: Mastery 45%, Learning Gains 47%, LQ Gains 67%

Writing: Mastery 75%

Science: Mastery 33%

<b>Mary Sue Cehi</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 6</b>	<b>Years at Current School: 1</b>
<b>Credentials</b>	Bachelor's Degree in Elementary Education Master's Degree in Educational Leadership Certifications in Elementary Education 1-6, ESOL K-12, Educational Leadership K-12, and School Principal K-12	
<b>Performance Record</b>	<p>2012 - 2013 James B. Sanderlin PK-8, Assistant Principal School Grade: C Reading: Mastery 66%, Learning Gains 66%, LQ Gains 60% Math: Mastery 52%, Learning Gains 63%A, LQ 62% Writing: Mastery 70% Science: Mastery 36%</p> <p>2011-12 Webster Elementary School, Assistant Principal School Grade – B Reading: Mastery 57% Math: Mastery 56% Writing: Mastery 84% Science: Mastery 53%</p> <p>2010-11 Wildwood Elementary School, Assistant Principal School Grade – A Reading: Mastery 71%, Learning Gains 66%, LQ Gains 68% Math: Mastery 71%, Learning Gains 63%A, LQ Gains 73% Writing: Mastery 75% Science: Mastery 51%</p>	
<b>Instructional Coaches</b>		
<b># Instructional Coaches 2</b>		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		

<b>Karen Fradley</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Mathematics, Data, RtI/MTSS	
<b>Credentials</b>	Bachelor's Degree in Special Education Master's Degree in Educational Leadership Certifications in Exceptional Student Education K-12, Elementary Education K-6, Gifted K-12, Educational Leadership K-12	
<b>Performance Record</b>	<p>Karen Fradley 2012 - 2013 James B. Sanderlin PK-8 School Grade: C Reading: Mastery 66%, Learning Gains 66%, Lowest Quartile Gains 60% Math: Mastery 52%, Learning Gains 63%A, Lowest Quartile Gains 62% Writing: Mastery 70% Science: Mastery 36%</p> <p>2011 – 2012 James B. Sanderlin PK-8 School Grade: B Reading: Mastery 53%, Learning Gains 66%, Lowest Quartile Gains 56% Math: Mastery 44%, Learning Gains 76%, Lowest Quartile Gains 68% Writing: Mastery 82% Science: Mastery 50%</p>	

<b>Zanetta Robinson</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	[none selected]	
<b>Credentials</b>	Bachelor's Degree in Communication Master's Degree in Professional Writing Certifications in Elementary Education 1 - 6, English 6 - 12, English for Speakers of Other Languages K - 12	
<b>Performance Record</b>	<p>2012 - 2013 Thurgood Marshall Fundamental School School Grade: A Reading: Mastery 73%, Learning Gains 69%, Lowest Quartile Gains 62% Math: Mastery 66%, Learning Gains 62%, Lowest Quartile Gains 51% Writing: Mastery 60% Science: Mastery 66%</p> <p>2011 - 2012 Thurgood Marshall Fundamental Middle School School Grade: A Reading: Mastery 74%, Learning Gains 72%, Lowest Quartile Gains 63% Math: Mastery 68%, Learning Gains 70%, Lowest Quartile Gains 57% Writing: Mastery 78% Science: Mastery 60%</p>	
<b>Classroom Teachers</b>		
<b># of classroom teachers</b>	40	
<b># receiving effective rating or higher</b>	40, 100%	
<b># Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)</b>	100%	
<b># certified in-field, pursuant to Section 1012.2315(2), F.S.</b>	40, 100%	
<b># ESOL endorsed</b>	19, 48%	
<b># reading endorsed</b>	4, 10%	
<b># with advanced degrees</b>	20, 50%	
<b># National Board Certified</b>	2, 5%	
<b># first-year teachers</b>	1, 3%	
<b># with 1-5 years of experience</b>	16, 40%	
<b># with 6-14 years of experience</b>	13, 33%	
<b># with 15 or more years of experience</b>	10, 25%	
<b>Education Paraprofessionals</b>		
<b># of paraprofessionals</b>	1	

<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%</b>
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 11</b>
<b># receiving effective rating or higher 11, 100%</b>
<b>Teacher Recruitment and Retention Strategies</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).
<b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b> Hosting interns from USF College of Education & St. Petersburg College; Attend and recruit at the Pinellas County Job Fair; references from other IB schools; Principal and Assistant Principal responsible for recruitment and retention.
<b>Teacher Mentoring Program/Plan</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).
<b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b> Sanderlin Amigo - Each new employee is assigned an experienced staff member to assist in the transition to the school; Partner new/new to grade level teachers with selected high performing teachers; International Baccalaureate professional development opportunities and experiences.
<b>Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)</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).
<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</b> At Tier One: Core/Differentiated instruction is measured by district wide assessments such as FAIR and Common Assessments. This data is accessed through PMRN and EDS, which provide comparisons to measure success and identify where additional intervention is needed. This data is reviewed after each testing cycle and effectiveness of core instruction is evaluated. In addition, students needing supplemental intervention are identified. Instructional coaches work with PLCs and teachers on formative assessment development and data analysis. For behavior, the Florida RtI B database is used to capture data on referrals. This data is reviewed to determine the success of core behavioral instruction and to identify Tier 2 students. At Tier Two: For academics, small groups are selected based on skill deficit areas. Progress is monitored every other week, generally using appropriate and relevant formative assessment. For behavior, the Florida RtI B database is used to identify students needing supplemental support. These students are provided with appropriate interventions and progress monitoring at least every other week. At Tier Three: Upon review of progress monitoring from Tier 2 interventions, and through GAP analysis, students needing intensive interventions are identified. They are scheduled for a Problem Solving Worksheet, when an individualized plan is developed. Interventions are then implemented based on hypothesis formulated in the problem solving process. Progress is monitored weekly with AIMSweb, and after sufficient data is collected the plan is reviewed. For behavior, students needing intensive support are identified through the Florida RtI B database

data and / or progress monitoring data from their supplemental intervention. These students are scheduled for a PBIP or an FBA. Problem solving activities are used to identify and target appropriate interventions based on the function of the student's behavior.

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

SBLT Roles:

Facilitator- Denise Miller

Recorder- Shannon Myron

Time Keeper- Robyn Royall

Data Manager- Karen Fradley (academics); Sue Cehi (behavior)

Hospitality- Gerrienne Parker

SBLT Role Responsibilities:

Facilitator – generates agenda and leads team discussions

Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data

Technology Specialist – brokers technology necessary to manage and display data

Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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

SIP workgroups (reading, math, behavior) meet every month to analyze data and address issues related to MTSS and SIP. Parent engagement strategies are discussed and included in each area as needed and appropriate.

**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)**

FAIR, Running Records, Common Assessments, Moby Math, ST Math, Curriculum-Based Assessments, AimsWeb progress monitoring tools, Focus behavior & attendance records.

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

As the MTSS Leadership team receives district training it is communicated to the staff on an ongoing basis. Staff members will be trained in a whole group setting and in PLCs. They will also be trained individually as they participate in problem solving with the MTSS Team.

Follow-up professional development will occur during PLC's through practical application of presented skills with facilitation and support by SBLT.

**Increased Learning Time/Extended Learning Opportunities**

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

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



**Strategy: Before or After School Program**

**Minutes added to school year:** 6,480

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

After-school math program for targeted FCAT level 1 and 2 students

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

4th and 5th grade students will improve to FCAT achievement level 3 or higher in math.  
4th and 5th grade students will show 1.5 years growth after 40 hours of MobyMax, as measured by MobyMax progress monitoring tool.

**Who is responsible for monitoring implementation of this strategy?**

Mary Sue Cehi, Assistant Principal  
Intervention Teacher(s)

**Strategy: Before or After School Program**

**Minutes added to school year:** 3,240

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

After-school reading program for targeted FCAT level 1 and 2 students

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

4th and 5th grade students will improve to FCAT achievement level 3 or higher in reading.  
4th and 5th grade students will show 1.5 years growth after 40 hours of MobyMax, as measured by MobyMax progress monitoring tool.

**Who is responsible for monitoring implementation of this strategy?**

Mary Sue Cehi, Assistant Principal  
Intervention Teacher(s)

**Strategy: Before or After School Program**

**Minutes added to school year:** 600

**Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

**Strategy Description**

Mad Science

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

Students will achieve a level 3 or higher on the 5th grade Science FCAT.

**Who is responsible for monitoring implementation of this strategy?**

Mary Sue Cehi, Assistant Principal  
5th Grade Teachers

**Literacy Leadership Team (LLT)**

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

**Name**

**Title**

Elizabeth Can	Teacher
Amanda Johnson	Teacher
Kim Zielske	Teacher
Nicola Kuba	Teacher
Lilia Cagle	Teacher
Bill Barlow	Teacher
Shirley Woods	Teacher
Nora Branson	Teacher
Karen Fradley	Instructional Coach
Zanetta Robinson	Reading Coach
Denise Miller	Principal

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

Literacy Leadership Teams facilitate literacy knowledge & skills within the school by focusing on the following areas of concern:

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

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

This leadership team meets once a month on a scheduled day and time. This team will be responsible for monitoring the SIP reading/writing goals and implementation of selected strategies.

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

Support for more cognitively complex instructional skills and strategies to improve reading comprehension.

Reading and writing with complex text

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Standards-based planning & data driven decision making using formative assessments

Differentiated instruction

**Every Teacher Contributes to Reading Instruction**

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

Within our IB curriculum development, ELA strategies are discussed and included across the curriculum and noted within the IB planners. ELA data is shared with all teachers in the middle school setting, as well as strategies that support individual students.

**Preschool Transition**

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

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

Currently, our program houses two PreK programs, each with a class limit of 18 students. The majority of Sanderlin PreK students move directly into our kindergarten and continue their educational career in our school. For this reason, many of our kindergarten students are already familiar with our school procedures and IB curriculum. Throughout the school year, families and students interested in attending our school tour and visit, as well as attend open-house evenings to gain information about our program. In May of each school year, new students entering kindergarten the following year are invited to an open house hosted by our kindergarten staff where they and their families have the opportunity to learn specifically about transitioning from their early childhood program into our kindergarten. Attendees visit with staff, tour the campus and classrooms and engage in activities with each other to create connections prior to the first day of school. Upon leaving they are presented with information packets and learning activities to take home to help make the transition smoother as they move up to the kindergarten level of work. In addition, students are invited to meet their teacher and classmates the Friday prior to the first day of school, which is a Monday.

**College and Career Readiness**

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

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

The IB Middle Years Programme is interdisciplinary in nature (philosophy and framework) – a requirement for IB authorization. The expectation is that students not only see connections to their future, but also their responsibility as global citizens in making the world a better place for all to live.

**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?**

As a countywide magnet, our IB middle school offers all honor level courses either under the DOE MYP course descriptions or those also offered in other middle schools, including Career Planning as part of the 8th grade U.S. History Honors course. As 8th grade has been added in the 2013-14 school year, with the addition of a middle school counselor, a specific plan of action will be created this year to promote career planning with student.

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

**Expected Improvements**

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

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	66%	Yes	1%
American Indian				
Asian				
Black/African American	38%	39%	Yes	1%
Hispanic	61%	69%	Yes	1%
White	84%	86%	Yes	1%
English language learners				
Students with disabilities	31%	22%	No	38%
Economically disadvantaged	43%	49%	Yes	1%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	24%	32%
Students scoring at or above Achievement Level 4	138	42%	48%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	49%	54%
Students in lowest 25% making learning gains (FCAT 2.0)	49	60%	64%

**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)	[data excluded for privacy reasons]		88%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		74%

<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	70%	73%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>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</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	40%	52%	Yes	46%
American Indian				
Asian				
Black/African American	30%	28%	No	37%
Hispanic	44%	66%	Yes	50%
White	64%	66%	Yes	68%
English language learners				
Students with disabilities	28%	19%	No	35%
Economically disadvantaged	32%	37%	Yes	39%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3	75	26%	34%	
Students scoring at or above Achievement Level 4	59	21%	29%	
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7				
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains	123	43%	49%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	45	62%	66%	

<b>Middle School Acceleration</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications	42	32%	39%
Middle school performance on high school EOC and industry certifications	39	93%	95%
<b>Algebra I End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	21	50%	55%
Students scoring at or above Achievement Level 4	18	43%	49%
<b>Geometry End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	10	16%	25%
Students scoring at or above Achievement Level 4	14	22%	30%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			

<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	162	29%	100%
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	50	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	12	19%	10%
Students who receive two or more behavior referrals	36	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	4%	3%
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	50	11%	10%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	36	6%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	26	4%	3%
<b>Area 9: Parent Involvement</b>			
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).			
<b>Describe parental involvement targets for your school</b>			

Increase the number of parents involved in at least one school event to represent at least 90% of our parent population.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents participated in at least 1 school event	475	80%	90%

### Area 10: Additional Targets

#### Description of additional targets

Bradley MOU

#### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
45% of African American students will score at Achievement Level 3 or higher on the 2014 FCAT Reading.	48	39%	45%
37% of African American students will score at Achievement Level 3 or higher on the 2014 FCAT Math.	29	25%	37%



## Goals Summary

### Goal #1:

At least 38% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Reading (22% in 2013).

### Goal #2:

At least 35% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Math (19% in 2013).

### Goal #3:

At least 37% of African American students will achieve a score of Level 3 or higher on FCAT 2.0 Math (25% in 2013).

### Goal #4:

At least 68% of white students will achieve a score of Level 3 or higher on FCAT 2.0 Math (61% in 2013).

### Goal #5:

At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).

## Goals Detail

**Goal #1:** At least 38% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Reading (22% in 2013).

**Targets Supported**

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

**Resources Available to Support the Goal**

- The Seven Habits of Highly Effective People by Stephen Covey
- A Framework for Understanding Poverty by Ruby Payne
- Love and Logic by Jim Fay
- CHAMPS by Randy Sprick
- IB Learner Profile

**Targeted Barriers to Achieving the Goal**

- Building positive relationships with students

### Plan to Monitor Progress Toward the Goal

#### Action:

formative and summative assessments, learning scales, reflection journals/student writing

#### Person or Persons Responsible:

Instructional Staff Principal Assistant Principal

#### Target Dates or Schedule:

Monthly Data Chats

#### Evidence of Completion:

assessment data, learning scales, student writing

**Goal #2: At least 35% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Math (19% in 2013).**

- Targets Supported**
- Math - Elementary and Middle AMO's
  - Math - Elementary and Middle FCAT 2.0
  - Math - Elementary and Middle Learning Gains

- Resources Available to Support the Goal**
- The Seven Habits of Highly Effective People by Stephen Covey
  - A Framework for Understanding Poverty by Ruby Payne
  - Love and Logic by Jim Fay
  - CHAMPS by Randy Sprick
  - IB Learner Profile

- Targeted Barriers to Achieving the Goal**
- Using appropriate voice with students

**Plan to Monitor Progress Toward the Goal**

**Action:**  
formative and summative assessments, learning scales, reflection journals/student writing

**Person or Persons Responsible:**  
Instructional Staff, Principal and Assistant Principal

**Target Dates or Schedule:**  
during monthly data chats

**Evidence of Completion:**  
Data chat minutes

**Goal #3: At least 37% of African American students will achieve a score of Level 3 or higher on FCAT 2.0 Math (25% in 2013).**

- Targets Supported**
- Math - Elementary and Middle AMO's
  - Math - Elementary and Middle FCAT 2.0
  - Math - Elementary and Middle Learning Gains

- Resources Available to Support the Goal**
- The Seven Habits of Highly Effective People by Stephen Covey
  - A Framework for Understanding Poverty by Ruby Payne
  - Love and Logic by Jim Fay
  - CHAMPS by Randy Sprick
  - IB Learner Profile
  - Motivating Black Males to Achieve by Baruti Kafele

- Targeted Barriers to Achieving the Goal**
- Motivation

### Plan to Monitor Progress Toward the Goal

**Action:**

formative and summative assessments, learning scales, reflection journals/student writing

**Person or Persons Responsible:**

Instructional Staff, Principal and Assistant Principal

**Target Dates or Schedule:**

during monthly data chats

**Evidence of Completion:**

Minutes from data chat meetings, classroom walkthrough feedback

**Goal #4: At least 68% of white students will achieve a score of Level 3 or higher on FCAT 2.0 Math (61% in 2013).**

**Targets Supported**

- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

**Resources Available to Support the Goal**

- Effective Supervision by Robert Marzano
- The Art and Science of Teaching by Robert Marzano

**Targeted Barriers to Achieving the Goal**

- Teacher feedback
- Lack of emphasis on high yield teaching strategies

### Plan to Monitor Progress Toward the Goal

**Action:**

Student performance on formative and summative assessments, learning scales, reflection journals/student writing

**Person or Persons Responsible:**

All Instructional Staff, Principal and Assistant Principal

**Target Dates or Schedule:**

Monthly data chats

**Evidence of Completion:**

Minutes from data chat meetings

**Goal #5: At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).**

**Targets Supported**

- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

**Resources Available to Support the Goal**

- The Seven Habits of Highly Effective People by Stephen Covey
- A Framework for Understanding Poverty by Ruby Payne
- Love and Logic by Jim Fay
- CHAMPS by Randy Sprick
- IB Learner Profile

**Targeted Barriers to Achieving the Goal**

- Organizational skills
- Principles-based behavior system
- Time
- Role Models

**Plan to Monitor Progress Toward the Goal**

**Action:**

Formative and summative assessments, learning scales, reflection journals/student writing

**Person or Persons Responsible:**

Instructional Staff, Principal and Assistant Principal

**Target Dates or Schedule:**

During monthly data chats

**Evidence of Completion:**

Minutes from data chat meetings

**Action Plan for Improvement**

<b>Goal #1:</b>	At least 38% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Reading (22% in 2013).
<b>Barrier #1:</b>	Building positive relationships with students
<b>Strategy #1 to Overcome the Barrier</b>	Teachers will contact students prior to the first day of school. Teachers will reflect on making "deposits" and "withdrawals" into the emotional bank accounts of students.

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

**Action:**

positive phone calls, focus on making "deposits" into the emotional bank accounts of children, 7 Habits of Highly Effective People mini-training

**Person or Persons Responsible:**

Instructional Staff Principal Assistant Principal

**Target Dates or Schedule:**

positive phone calls made once per grading period, consciously practice "deposits" daily, training on a Tuesday morning

**Evidence of Completion:**

FOCUS Parent Contact Logs, Training Credits

**Facilitator:**

Mary Sue Cehi

**Participants:**

Instructional Staff Principal Assistant Principal

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

Core team members will create an environment of accountability among their grade levels to monitor implementation; principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Core Team Members Principal Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

PLC minutes, Walkthrough feedback, Observation feedback

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

Core team members will create an environment of accountability among their grade levels to monitor implementation; principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Core Team Members Principal Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

PLC minutes, Walkthrough feedback, Observation feedback

<b>Goal #2:</b>	At least 35% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Math (19% in 2013).
<b>Barrier #2:</b>	Using appropriate voice with students
<b>Strategy #1 to Overcome the Barrier</b>	Teachers, administrators, and staff will focus on using an “adult” voice with students, rather than a “child” or “parent” voice (A Framework for Understanding Poverty by Ruby Payne, p. 46)

**Step #1 to Implement Strategy #1 - PD Opportunity****Action:**

Use an “adult” voice with students as opposed to a “child” or “parent” voice (see A Framework for Understanding Poverty by Ruby Payne, p. 46) Conduct mini-training on voice from Ruby Payne’s A Framework for Understanding Poverty

**Person or Persons Responsible:**

All staff members

**Target Dates or Schedule:**

Practice using “adult” voice daily; training on a Tuesday morning or afternoon

**Evidence of Completion:**

Classroom walkthrough feedback; ProEd training sign in

**Facilitator:**

Sue Cehi

**Participants:**

All staff members

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

**Action:**

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Core team members, Principal, and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Classroom walkthrough feedback; Core team meeting agendas

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

**Action:**

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Core team members, Principal, and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Classroom walkthrough feedback; Core team meeting agendas

<b>Goal #3:</b>	At least 37% of African American students will achieve a score of Level 3 or higher on FCAT 2.0 Math (25% in 2013).
<b>Barrier #7:</b>	Motivation
<b>Strategy #1 to Overcome the Barrier</b>	teach to all learning styles, consider student backgrounds, experiences, and realities, challenges, distractions, history, and culture; convey high expectations and develop meaningful relationships

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

**Action:**

Teach to all learning styles Develop meaningful relationships with students and understand their backgrounds, publicize high expectations for all students Mini-training on Motivating Black Males to Achieve in School and in Life by Baruti Kafele

**Person or Persons Responsible:**

All staff

**Target Dates or Schedule:**

training on a Tuesday morning or afternoon, establish and practice daily

**Evidence of Completion:**

ProEd sign-in/agenda, lesson plans

**Facilitator:**

Sue Cehi

**Participants:**

All staff

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #7 to Goal #3**

**Action:**

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Core team members, Principal, and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Core team meeting agendas/minutes, walkthrough feedback

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #7 to Goal #3**

**Action:**

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Core team members, Principal, and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Core team meeting agendas/minutes, walkthrough feedback

<b>Goal #4:</b>	At least 68% of white students will achieve a score of Level 3 or higher on FCAT 2.0 Math (61% in 2013).
<b>Barrier #1:</b>	Teacher feedback
<b>Strategy #1 to Overcome the Barrier</b>	conduct classroom walkthroughs more frequently and provide timely feedback to teachers; complete teacher observations during the fall, providing time to implement feedback and improve practice

**Step #1 to Implement Strategy #1**

**Action:**

develop a regular schedule to conduct frequent classroom walkthroughs and observation; meet with teachers twice each month to discuss feedback

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Classroom walkthroughs completed at least twice monthly; formal observation completed in the fall

**Evidence of Completion:**

completed schedule; observation notes

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

**Action:**

Discuss walkthroughs and effective/ineffective practices observed; be accountable to keeping twice monthly schedule of walkthroughs

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Observation notes

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

**Action:**

Discuss walkthroughs and effective/ineffective practices observed; be accountable to keeping twice monthly schedule of walkthroughs

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Observation notes

<b>Goal #4:</b>	At least 68% of white students will achieve a score of Level 3 or higher on FCAT 2.0 Math (61% in 2013).
<b>Barrier #2:</b>	Lack of emphasis on high yield teaching strategies
<b>Strategy #1 to Overcome the Barrier</b>	During walkthroughs, focus on all aspects of domain 1.2 of the teacher appraisal tool

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

**Action:**

Focus on 1.2 of the Pinellas Teacher Evaluation during walkthroughs; conduct professional development to address areas of 1.2

**Person or Persons Responsible:**

Instructional staff, Principal and Assistant Principal

**Target Dates or Schedule:**

Walkthroughs completed at least twice monthly; Tuesday afternoon professional development; during PLCs

**Evidence of Completion:**

Completed walkthrough form/feedback

**Facilitator:**

Denise Miller

**Participants:**

Instructional staff, Principal and Assistant Principal



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

**Action:**

Discuss walkthroughs and effective/ineffective practices observed; be accountable to keeping twice monthly schedule of walkthroughs

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Walkthrough forms/feedback

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

**Action:**

Discuss walkthroughs and effective/ineffective practices observed; be accountable to keeping twice monthly schedule of walkthroughs

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Walkthrough forms/feedback

<b>Goal #5:</b>	At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).
<b>Barrier #3:</b>	Organizational skills
<b>Strategy #1 to Overcome the Barrier</b>	Common board configuration, school-wide common color-coding of subject areas

**Step #1 to Implement Strategy #1**

**Action:**

Uniform board configuration including learning goal and essential question for each subject taught  
Uniform color coding of subject areas (ELA – red, Math – yellow, UOI – Blue)

**Person or Persons Responsible:**

Instructional staff

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Observed during walkthroughs

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

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Instructional staff

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Walkthrough feedback, Core team agendas/minutes

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

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Walkthrough feedback, Core team agendas/minutes

<b>Goal #5:</b>	At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).
<b>Barrier #4:</b>	Principles-based behavior system
<b>Strategy #1 to Overcome the Barrier</b>	Implement a research-based model to improve behavior (Love and Logic by Jim Fay, p. 22)

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

Develop and post schoolwide rules, expect that students follow rules, staff members meet to agree upon a common set of principles which serve as the basis for all decisions regarding the treatment of discipline problems, enforce rules fairly consistently and based upon established principles

**Person or Persons Responsible:**

All staff members

**Target Dates or Schedule:**

Establish and revise during training on a Tuesday morning or afternoon; practice daily

**Evidence of Completion:**

Schoolwide behavior plan; ProEd sign-in; walkthough feedback

**Facilitator:****Participants:**

All staff members

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #5**

**Action:**

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Instructional staff

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Core team agendas/minutes, walkthrough feedback

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #5**

**Action:**

Core team members will create an environment of accountability among their grade levels to monitor implementation Principal and assistant principal will observe during walkthroughs

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Core team agendas/minutes, walkthrough feedback

<b>Goal #5:</b>	At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).
<b>Barrier #5:</b>	Time
<b>Strategy #1 to Overcome the Barrier</b>	Teach bell-to-bell, create a master schedule conducive to learning, provide an enriching and engaging ELP program

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

**Action:**

Teaching bell-to-bell Effective master scheduling Effective intervention program and after-school ELP program

**Person or Persons Responsible:**

All instructional staff, Principal, Assistant Principal, ELP staff, RtI/SBLT teams

**Target Dates or Schedule:**

School hours and after-school hours

**Evidence of Completion:**

Walkthrough feedback, master schedule and auxiliary schedules, ELP application, data, and records

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

**Action:**

Classroom walkthrough feedback, formative and summative assessment, learning scales

**Person or Persons Responsible:**

All instructional staff, Principal, Assistant Principal, ELP staff, Rtl/SBLT teams

**Target Dates or Schedule:**

SBLT and Core team meetings

**Evidence of Completion**

Walkthrough feedback, ELP program data and records

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

**Action:**

Classroom walkthrough feedback, formative and summative assessment, learning scales

**Person or Persons Responsible:**

All instructional staff, Principal, Assistant Principal, ELP staff, Rtl/SBLT teams

**Target Dates or Schedule:**

SBLT and Core team meetings

**Evidence of Completion:**

Walkthrough feedback, ELP program data and records

<b>Goal #5:</b>	At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).
<b>Barrier #6:</b>	Role Models
<b>Strategy #1 to Overcome the Barrier</b>	continue to grow Sanderlin's relationship with ASPEC to promote and grow mentor and tutoring programs; market Sanderlin at the mentor fair on August 12, 2013

**Step #1 to Implement Strategy #1**

**Action:**

Tutoring program, Mentoring program, continue growth of ASPEC relationship

**Person or Persons Responsible:**

Tutors and Mentors, ASPEC (Association of Senior Professionals at Eckerd College) members

**Target Dates or Schedule:**

Tutoring and mentoring weekly, Mentor Recruitment Fair on August 12, 2013

**Evidence of Completion:**

Volunteer logs

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #5**

---

**Action:**

Provide training for tutors and mentors

**Person or Persons Responsible:**

Mentors, Tutors, ASPEC members, Volunteer Coordinator, Family and Community Liaison, Guidance Counselors

**Target Dates or Schedule:**

Initially and as needed

**Evidence of Completion**

Volunteer hour logs

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #5**

---

**Action:**

Provide training for tutors and mentors

**Person or Persons Responsible:**

Mentors, Tutors, ASPEC members, Volunteer Coordinator, Family and Community Liaison, Guidance Counselors

**Target Dates or Schedule:**

Initially and as needed

**Evidence of Completion:**

Volunteer hour logs

**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**

n/a

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

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

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

**Goal #1:** At least 38% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Reading (22% in 2013).

**Barrier #1:** Building positive relationships with students

**Strategy #1:** Teachers will contact students prior to the first day of school. Teachers will reflect on making “deposits” and “withdrawals” into the emotional bank accounts of students.

**Action Step #1:** positive phone calls, focus on making "deposits" into the emotional bank accounts of children, 7 Habits of Highly Effective People mini-training

**Facilitator leader**

Mary Sue Cehi

**Participants**

Instructional Staff Principal Assistant Principal

**Target dates or schedule**

positive phone calls made once per grading period, consciously practice "deposits" daily, training on a Tuesday morning

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

FOCUS Parent Contact Logs, Training Credits

(Person Responsible: Instructional Staff

Principal

Assistant Principal)

**Goal #2:** At least 35% of students with disabilities will achieve a score of Level 3 or higher on FCAT 2.0 Math (19% in 2013).

**Barrier #2:** Using appropriate voice with students

**Strategy #1:** Teachers, administrators, and staff will focus on using an “adult” voice with students, rather than a “child” or “parent” voice (A Framework for Understanding Poverty by Ruby Payne, p. 46)

**Action Step #1:** Use an “adult” voice with students as opposed to a “child” or “parent” voice (see A Framework for Understanding Poverty by Ruby Payne, p. 46) Conduct mini-training on voice from Ruby Payne’s A Framework for Understanding Poverty

**Facilitator leader**

Sue Cehi

**Participants**

All staff members

**Target dates or schedule**

Practice using “adult” voice daily; training on a Tuesday morning or afternoon

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

Classroom walkthrough feedback; ProEd training sign in

(Person Responsible: All staff members

)

**Goal #3:** At least 37% of African American students will achieve a score of Level 3 or higher on FCAT 2.0 Math (25% in 2013).

**Barrier #7:** Motivation

**Strategy #1:** teach to all learning styles, consider student backgrounds, experiences, and realities, challenges, distractions, history, and culture; convey high expectations and develop meaningful relationships

**Action Step #1:** Teach to all learning styles Develop meaningful relationships with students and understand their backgrounds, publicize high expectations for all students Mini-training on Motivating Black Males to Achieve in School and in Life by Baruti Kafele

**Facilitator leader**

Sue Cehi

**Participants**

All staff

**Target dates or schedule**

training on a Tuesday morning or afternoon, establish and practice daily

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

ProEd sign-in/agenda, lesson plans  
(Person Responsible: All staff)

**Goal #4:** At least 68% of white students will achieve a score of Level 3 or higher on FCAT 2.0 Math (61% in 2013).

**Barrier #2:** Lack of emphasis on high yield teaching strategies

**Strategy #1:** During walkthroughs, focus on all aspects of domain 1.2 of the teacher appraisal tool

**Action Step #1:** Focus on 1.2 of the Pinellas Teacher Evaluation during walkthroughs; conduct professional development to address areas of 1.2

**Facilitator leader**

Denise Miller

**Participants**

Instructional staff, Principal and Assistant Principal

**Target dates or schedule**

Walkthroughs completed at least twice monthly; Tuesday afternoon professional development; during PLCs

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

Completed walkthrough form/feedback  
(Person Responsible: Instructional staff, Principal and Assistant Principal  
)



**Goal #5:** At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).

**Barrier #4:** Principles-based behavior system

**Strategy #1:** Implement a research-based model to improve behavior (Love and Logic by Jim Fay, p. 22)

**Action Step #1:** Develop and post schoolwide rules, expect that students follow rules, staff members meet to agree upon a common set of principles which serve as the basis for all decisions regarding the treatment of discipline problems, enforce rules fairly consistently and based upon established principles

**Facilitator leader**

**Participants**

All staff members

**Target dates or schedule**

Establish and revise during training on a Tuesday morning or afternoon; practice daily

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

Schoolwide behavior plan; ProEd sign-in; walkthrough feedback

(Person Responsible: All staff members)

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

Goal	Description	Total
Goal #5	At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).	\$38,200
	Total	\$38,200

**Budget Summary by Resource Type and Funding Source**

Resource Type	Evidence-Based Program	Total
Discretionary	\$200	\$200
District Allocated ELP Funds	\$38,000	\$38,000
Total	\$38,200	\$38,200

**Budget Detail**

**Goal #5:** At least 39% of economically disadvantaged students will achieve a score of Level 3 or higher on FCAT 2.0 Math (29% in 2013).

**Barrier #4:** Principles-based behavior system

**Strategy #1:** Implement a research-based model to improve behavior (Love and Logic by Jim Fay, p. 22)

**Action Step #1:** Develop and post schoolwide rules, expect that students follow rules, staff members meet to agree upon a common set of principles which serve as the basis for all decisions regarding the treatment of discipline problems, enforce rules fairly consistently and based upon established principles

**Resource Type** Evidence-Based Program

**Resource** Items needed to post expectations and IB profile traits throughout school

**Funding Source** Discretionary

**Amount Needed** \$200

**Barrier #5:** Time

**Strategy #1:** Teach bell-to-bell, create a master schedule conducive to learning, provide an enriching and engaging ELP program

**Action Step #1:** Teaching bell-to-bell Effective master scheduling Effective intervention program and after-school ELP program

**Resource Type** Evidence-Based Program

**Resource** Personnel, program fees, and materials for Extended Learning Program

**Funding Source** District Allocated ELP Funds

**Amount Needed** \$38,000