FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 2921 - Oakhurst Elementary School

District: 52 - Pinellas

Principal: Kelly Kennedy C

SAC Chair: Mickey Schnoke

Superintendent: Dr. Michael A Grego

School Board Approval Date: [pending]

Last Modified on: 10/11/2013

Pam Stewart, Commissioner
Florida Department of Education
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Tallahassee, FL 32399

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Phone Number:	727-588-6801	
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Email Address:	2921.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	36%			
Minority:	20%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	B	A	B

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 Oakhurst Elementary School

Principal's name Kelly Kennedy C

School Advisory Council chair's name Mickey Schnoke

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

Name	Title
Kelly Kennedy	Principal
Cecilia Palmer	Assistant Principal
Mary Hart	Guidance Counselor
Tracey Sanders	Behavior Specialist
Delia Meros	Psychologist
Robin McManaway	Diagnostician
Stacy Whitacre	Social Worker

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP Pending

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

Describe the membership of the SAC including position titles
Mickey Schnoke—SAC Chair
Debbie Sawa-Szostak—Secretary
Media Advisory Committee—Michele Bardo, Chair
SAC Liaison to NEHS—Mike Warren

Describe the involvement of the SAC in the development of this school improvement plan
With the leadership of the school Principal, the Oakhurst SAC will review relevant data, identify problem areas, develop improvement strategies, and monitor implementation and results as data becomes available. SAC members will be invited to review the final SIP, provide input and vote on its final approval.

Describe the activities of the SAC for the upcoming school year
The Oakhurst School Advisory Council (SAC) will meet monthly to provide continuous planning and support for professional development, business partnerships, use data to drive SIP development and revisions. Teacher representatives will be invited to provide updates as it relates to grade level initiatives and outcomes.

Describe the projected use of school improvement funds and include the amount allocated to each project
School Improvement funds will be used to implement Extended Learning programs September through April. Funding will cover teacher hourly rates and needed supplies for the program. Students

will be identified based on their end of year status as well as their beginning of the year assessment data.

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).

Administrators

 # Administrators 2

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

Administrator Information:

Kelly Kennedy C		
Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	BS Elementary Education MS Educational Leadership
Performance Record	2012-2103 Grade A – 69% of students scored at or above grade level in Reading (2013 Target AMO 70% - a difference of 1%), 62% of students made annual learning gains in reading, 60% of the lowest 25% made annual learning gains in reading. 60% of students scored at or above grade level in Math (2013 Target AMO 62% a difference of 2%), 77% of students made annual learning gains in math, 79% of the lowest 25 % made annual learning gains in math. 61% of students scored at or above grade level in writing and 59% scored at or above grade level in science. 2011-2012 Grade B 65% of students scored at or above grade level in Reading (2012 Target AMO 67% - a difference of 2%), 65% of students made annual learning gains in reading, 50% of the lowest 25% made annual learning gains in reading. 51% of students scored at or above grade level in Math (2012 Target AMO 58% - a difference of 7%), 64% of students made annual learning gains in math, 42% of the lowest 25 % made annual learning gains in math. 88% of students scored at or above grade level in writing and 56% scored at or above grade level in science.

Cecilia Palmer		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	BS Elementary Education MS Educational Leadership ESOL Certified / Reading Endorsement	
Performance Record	2012-2103 Grade A – 69% of students scored at or above grade level in Reading (2013 Target AMO 70% - a difference of 1%), 62% of students made annual learning gains in reading, 60% of the lowest 25% made annual learning gains in reading. 60% of students scored at or above grade level in Math (2013 Target AMO 62% a difference of 2%), 77% of students made annual learning gains in math, 79% of the lowest 25 % made annual learning gains in math. 61% of students scored at or above grade level in writing and 59% scored at or above grade level in science. 2011-2012 Grade B 65% of students scored at or above grade level in Reading (2012 Target AMO 67% - a difference of 2%), 65% of students made annual learning gains in reading, 50% of the lowest 25% made annual learning gains in reading. 51% of students scored at or above grade level in Math (2012 Target AMO 58% - a difference of 7%), 64% of students made annual learning gains in math, 42% of the lowest 25 % made annual learning gains in math. 88% of students scored at or above grade level in writing and 56% scored at or above grade level in science.	

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:		
Paige Michael		
Part-time / District-based	Years as Coach: 14	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Certification in Elementary Ed, Early Childhood, Reading Endorsement; Advanced Degrees include BS, MA	
Performance Record	TBA	

Classroom Teachers

# of classroom teachers 63

 # receiving effective rating or higher 0%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 63, 100%

 # ESOL endorsed 25, 40%

 # reading endorsed 4, 6%
 # with advanced degrees 38, 60%
 # National Board Certified 1, 2%
 # first-year teachers 7, 11%
 # with 1-5 years of experience 14, 22%
 # with 6-14 years of experience 21, 33%
 # with 15 or more years of experience 21, 33%
Education Paraprofessionals
# of paraprofessionals 0
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
A beginning of the school year orientation for teachers new to Oakhurst will be held prior to school opening date. We will partner first year teachers and teachers new to Oakhurst with veteran staff members. This will be implemented by school administrators at the start of the school year as well as whenever necessary as new staff members are hired.

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

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
Trained mentors will be paired with mentee's based on grade level experience, level of subject area knowledge and school location. Mentors will conduct demonstration lessons and observations of mentee's instruction. Debriefing sessions will be conducted to discuss feedback. Mentors will also schedule planning sessions to assist with classroom management processes, curriculum lesson planning, data analysis, and grading systems.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
We utilize the RtI problem solving process to review data, assess needs, determine interventions and monitor progress in order to develop and implement goals and objectives for the SIP. The SBLT will work to solidify processes for RtI at the school level and support teachers with data analysis and intervention implementation. The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revisiting the School Improvement Plan.

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

The role of the team is to assist in the continuous improvement of all academic and behavioral results at Oakhurst Elementary as outlined by our school improvement plan.
-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
Our SBLT will conduct scheduled grade level data analysis meetings to analyze common assessment data and ongoing progress monitoring data. Based on performance results, student interventions/ instructional groups can be modified to better meet the needs of our struggling and/or enrichment students.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
Oakhurst will utilize a variety of data sources and data management systems in order to meet the needs of our students. These include common assessments, formative assessments, and FCAT which can be found on EDS, Portal, PMRN, and Florida DOE FCAT site.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
Continued professional development will be provided school-wide on the MTSS/RtI process. Grade levels will continue to discuss data and student concerns during PLC's (Professional Learning Communities) and during data chats. Additional assistance and resources will be provided through meetings with the individual teacher. District trainings are available via Moodle and Elluminate. Support for MTSS will be provided through regular attendance at SBLT, professional development for instructional staff and maintaining accountability through the teacher appraisal process.

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,320

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

Strategy Description
Identified students in 4th and 5th grade will attend an Extended Learning Program for remedial and/ or enrichment support in the area of math for one hour 3 times a week. Third grade students who need additional support in reading will be in a separate Extended Learning Program for one hour after school 3 times a week.

How is data collected and analyzed to determine the effectiveness of this strategy?
Initial needs will be determined through Pinellas Common Assessment testing, FAIR testing, 3rd Grade Portfolio Assessments and through the use of classroom formative assessments. Small group researched based interventions will be delivered by highly qualified teachers. During the Extended Learning program, ongoing progress monitoring performance data will be collected in regular cycles and used to regroup students.

Who is responsible for monitoring implementation of this strategy?
Principal, Assistant Principal, Extended Learning Program Teachers hired

Literacy Leadership Team (LLT)

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

Name	Title
Kelley Kennedy	Principal
Cecilia Palmer	Assistant Principal
Sally Ewald	1st Grade Teacher
Melissa Gonzales	Kindergarten Teacher
Alison Schellenbach	3rd Grade Teacher
Barbara Jenkins	3rd Grade Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The function of the Literacy Leadership Team is to work within the goal of the School Improvement Plan and establish a literacy vision for the school. By doing this we will be better able to assess and determine
professional development needs/opportunities to ensure cohesiveness of instruction across grade levels.
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
* Support for text complexity
* Support for instructional skills to improve reading comprehension
* 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, reading and writing opportunities (claims and evidence)
* Support for implementation of Common Core State Standards for Literacy in Social Studies,
Science, and Technical Subjects (a focus on text, task, and instruction).
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?
Support for the implementation of the Common Core State Standard for Literacy in Social Studies, Science, and Technical Subjects including....
*Instructional support for text complexity and text dependent questioning
*Support for instructional skills to improve reading comprehension
*Support for implementation of Common Core State Standards

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
Oakhurst conducts a Transition to Kidergarten evening for parents and students entering kindergarten each year. Daily routines and expecations are shared along with a tours of classrooms to help students and parents become familiar with their new setting. Communication folders are used daily between parents and teachers. This year an end of the year parent meeting is planned to share Kindergarten curriculum expectations with incoming students as well as preschools in our zoned area.

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

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

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

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

Expected Improvements

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	70%	69%	No	73%
American Indian				
Asian		91%		1%
Black/African American	33%	53%	No	1%
Hispanic	65%	47%	No	69%
White	74%	69%	No	77%
English language learners		13%		1%
Students with disabilities	60%	36%	No	64%
Economically disadvantaged	54%	48%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	32%	35%
Students scoring at or above Achievement Level 4	124	35%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	126	36%	40%
Students in lowest 25% making learning gains (FCAT 2.0)		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]*		54%
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]*		25%
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]*		20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	75	62%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	60%	No	66%
American Indian				
Asian		73%		1%
Black/African American	22%	24%	No	1%
Hispanic	55%	33%	No	60%
White	66%	62%	No	69%
English language learners		0%		
Students with disabilities	44%	38%	No	50%
Economically disadvantaged	48%	44%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	32%	38%
Students scoring at or above Achievement Level 4	91	26%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		79%	

Middle School Acceleration			
	2013 Actual #	**2013 Actual %**	**2014 Target %**
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	**2013 Actual %**	**2014 Target %**
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	**2013 Actual %**	**2014 Target %**
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	**2013 Actual %**	**2014 Target %**
Students scoring at Achievement Level 3	33	32%	36%
Students scoring at or above Achievement Level 4	25	25%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	**2013 Actual %**	**2014 Target %**
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	**2013 Actual %**	**2014 Target %**
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	0%
Students who are not proficient in reading by third grade	39	31%	20%
Students who receive two or more behavior referrals	51	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

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

Describe parental involvement targets for your school

Oakhurst Elementary maintains frequent home-school communication in a varity of formats and allows for families to support, supervise and participate in their child's educational progress. Multiple opportunities are available through the school, PTA and SAC which invite parents to attend events along with their students. FOCUS is one means of communication that is available electronically.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents logging into FOCUS.	237	60%	65%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Increase the percentage of African American students that meet grade level expectations in Reading from 33% to 39% and in Math from 22% to 30%.

Goal #2:
Increase the percentage of students scoring a Level 3 or higher from 57% to 65% in Science as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 41% to 35%.

Goal #3:
Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.

Goal #4:
Increase the percentage of students scoring a Level 3.5 and above in Writing from 61% to 71%. Decrease the number of students scoring a Level 3 or below from 39% to 29%.

Goal #5:
Increase the percentage of students scoring a Level 3 or above in Math from 60% to 66% as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 40% to 34%.

Goals Detail

Goal #1:	**Increase the percentage of African American students that meet grade level expectations in Reading from 33% to 39% and in Math from 22% to 30%.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0
Resources Available to Support the Goal	• Data sources include FCAT 2.0 2012-2013 data, Common Assessments, Mid Year Report, Formative Assessments, Ongoing Progress Monitoring • Researched Based Interventions, ELP Personnel
Targeted Barriers to Achieving the Goal	• Insufficient Standard Based Instruction

Plan to Monitor Progress Toward the Goal

Action:
Analyze common assessment data and ongoing progress monitoring data, as well as classroom performance data.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Following each common assessment cycle

Evidence of Completion:
Data Chats, Teacher Appraisals

Goal #2:	Increase the percentage of students scoring a Level 3 or higher from 57% to 65% in Science as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 41% to 35%.
Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• Data sources to measure improvement will include District Science Assessment data and formative assessments.
Targeted Barriers to Achieving the Goal	• Insufficient Standard Based Instruction

Plan to Monitor Progress Toward the Goal

Action:
Analyze common assessment data and ongoing progress monitoring data, as well as classroom performance data

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Following each common assessment cycle

Evidence of Completion:
Data Chats, Teacher Appraisals

Goal #3:	Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains

Resources Available to Support the Goal	• Researched Based Intervention Materials, ELRP Personnel, Reading Coaches, Demonstration Teachers • Data Sources including previous FCAT Data, FAIR Assessments, running records, mid year reports, formative assessments, ongoing progress monitoring
Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction

Plan to Monitor Progress Toward the Goal

Action:
Analyze common assessment data and ongoing progress monitoring data, as well as classroom performance data.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Following each common assessment cycle

Evidence of Completion:
Data Chats, Teacher Appraisals

Goal #4:	**Increase the percentage of students scoring a Level 3.5 and above in Writing from 61% to 71%. Decrease the number of students scoring a Level 3 or below from 39% to 29%.**

Targets Supported	• Writing
Resources Available to Support the Goal	• Data sources including previous FCAT Writing data, weekly writer's notebook quantity and quality checks, Bi-weekly prompted assessments, District Writing Assessment and mid-year report.
Targeted Barriers to Achieving the Goal	• Insufficient standard based instruction.

Plan to Monitor Progress Toward the Goal

Action:
Analyze common assessment data and ongoing progress monitoring data, as well as classroom performance data.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Following each Common Assessment cycle

Evidence of Completion:
Data Chats, Teacher Appraisals

Goal #5:	**Increase the percentage of students scoring a Level 3 or above in Math from 60% to 66% as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 40% to 34%.**

Targets Supported	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Researched Based Interventions Materials, ELP Personnel, Demonstration Teachers
	• Data sources include previous FCAT 2.0 Data, District Math Assessments, Mid Year Report, formative Assessments, Ongoing Progress Monitoring
Targeted Barriers to Achieving the Goal	• Insufficient Standard Based Instruction

Plan to Monitor Progress Toward the Goal

Action:
Analyze common assessment data and ongoing progress monitoring data, as well as classroom performance data.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Following each common assessment cycle

Evidence of Completion:
Data Chats, Teacher Appraisals

Action Plan for Improvement

Goal #1:	Increase the percentage of African American students that meet grade level expectations in Reading from 33% to 39% and in Math from 22% to 30%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #1 to Overcome the Barrier	All teachers will be trained in effective common core instructional strategies,

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

Action:
Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching math.

Person or Persons Responsible:
Teachers, Administrators, Literacy Coaches, Professional Developers

Target Dates or Schedule:
Daily / Monthly

Evidence of Completion:
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP

Facilitator:

Participants:
Teachers, Administrators, Literacy Coaches, Professional Developers

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

Action:
Classroom instructional strategies and best practices for teaching reading and math.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly

Evidence of Completion
Lesson Plans, Walk-throughs, Observations

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Teachers, Administrators, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Walk-throughs, Observations and Teacher Appraisal Results

Goal #1:	Increase the percentage of African American students that meet grade level expectations in Reading from 33% to 39% and in Math from 22% to 30%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #2 to Overcome the Barrier	Provide extended learning opportunities for students to increase levels of performance.

Step #1 to Implement Strategy #2 - Budget Item

Action:
Organize before and/or after school learning programs for reading and math improvement.

Person or Persons Responsible:
Teachers, Administrators

Target Dates or Schedule:
Daily

Evidence of Completion:
Extended Learning attendance data, Lesson Plans, Walk-throughs, Observations

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

Action:
After school learning program implemented daily for identified students in need of math support and/or enrichment.

Person or Persons Responsible:
Administrators, Teachers

Target Dates or Schedule:
Daily

Evidence of Completion
Extended Learning Schedule, Extended Learning Class Lists

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Teachers, Administrators

Target Dates or Schedule:
Weekly / Following Cycles of Common Assessment Testing

Evidence of Completion:
Common Assessment Data, Data Chats, Observe Student Work

Goal #2:	Increase the percentage of students scoring a Level 3 or higher from 57% to 65% in Science as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 41% to 35%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #1 to Overcome the Barrier	All teachers will be trained in effective instructional strategies for teaching science including the 5 E's Model.

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

Action:
Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching science.

Person or Persons Responsible:
Teachers, Administrators, Literacy Coaches, Professional Developers

Target Dates or Schedule:
Daily / Monthly

Evidence of Completion:
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP

Facilitator:

Participants:
Teachers, Administrators, Literacy Coaches, Professional Developers

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

Action:
Classroom instructional strategies and best practices for teaching science.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly

Evidence of Completion
Lesson Plans, Walk-throughs, Observations

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Teachers, Administrators, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Walk-throughs, Observations and Teacher Appraisal Results

Goal #2:	Increase the percentage of students scoring a Level 3 or higher from 57% to 65% in Science as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 41% to 35%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #2 to Overcome the Barrier	Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's.

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

Action:
Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:
Teachers, Administrators, Instructional Coaches

Target Dates or Schedule:
Monthly

Evidence of Completion:
Professional Development Schedule, PLC Notes, Lesson Plans

Facilitator:
Learning Specialists, Administrators, Professional Developer

Participants:
Teachers, Administrators, Instructional Coaches

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

Action:
Coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:
Administrator, Teachers, Instructional Coaches

Target Dates or Schedule:
Monthly

Evidence of Completion
Observation reflections, PLC Notes, Lesson Plans, Walk-throughs, Teacher Appraisals

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Administrators, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Observations, Walk-throughs, Lesson Plans, Teacher Appraisals

Goal #2:	Increase the percentage of students scoring a Level 3 or higher from 57% to 65% in Science as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 41% to 35%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #3 to Overcome the Barrier	Increase the use of student journal responses in the science notebook and participation in the school science fair.

Step #1 to Implement Strategy #3 - PD Opportunity

Action:
Modeling and scoring science journal responses using the scientific notebook rubric. Scaffold and provide additional support in the development of science inquiry projects.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Daily / Weekly

Evidence of Completion:
Rubrics, Lesson Plans, Walk-throughs, Observations

Facilitator:
Learning Specialist, District Science training

Participants:
Teachers

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

Action:
Daily science notebook entries to support science learning.

Person or Persons Responsible:
Administrators, Teachers

Target Dates or Schedule:
Daily / Weekly

Evidence of Completion
Walk-throughs, Lesson Plans, Observations

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Teachers, Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
Common Assessment Data, Data Chats, Observe Student Work

Goal #3:	Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.
Barrier #1:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	All teachers will be trained in effective common core instructional strategies for teaching reading.

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

Action:
Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching reading.

Person or Persons Responsible:
Teachers, Administrators, Instructional Coaches, Professional Developers

Target Dates or Schedule:
Daily / Monthly

Evidence of Completion:
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP

Facilitator:
Reading Coach, Learning Specialist, Administrator

Participants:
Teachers, Administrators, Instructional Coaches, Professional Developers

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

Action:
Classroom instructional strategies and best practices for teaching reading.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly

Evidence of Completion
Lesson Plans, Walk-throughs, Observations

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Teachers, Administrators, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Walkthroughs, Observations and Teacher Appraisal Results

Goal #3:	Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.
Barrier #1:	Insufficient standard based instruction
Strategy #2 to Overcome the Barrier	Provide opportunities for teachers to ovserve each other implementing best practices through the use of TDE's.

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

Action:
Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:
Teachers, Administrators, Reading Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Professional Development Schedule, PLC Notes, Lesson Plans

Facilitator:
Reading Coach, Learning Specialist, Administrators

Participants:
Teachers, Administrators, Reading Coach

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

Action:
Coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Monthly

Evidence of Completion
Observation reflections, PLC Notes, Lesson Plans, Walk-throughs, Teacher Appraisals

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Administrators, Reading Coach

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Observations, Walk-throughs, Lesson Plans, Teacher Apraisals

Goal #3:	Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.
Barrier #1:	Insufficient standard based instruction
Strategy #3 to Overcome the Barrier	Provide extended learning opportunities for students to increase level of performance.

Step #1 to Implement Strategy #3 - Budget Item

Action:
Organize before and/or after school learning programs for student reading improvement.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Extended Learning attendance data, Lesson Plans, Walk-throughs, observations

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

Action:
After school learning program implemented daily for identified students in need of reading support and/or enhancement.

Person or Persons Responsible:
Administrators, Teachers

Target Dates or Schedule:
Daily

Evidence of Completion
Extended Learning schedule, Extended Learning class lists

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Teachers, Administrators, Reading Coach

Target Dates or Schedule:
Weekly / Following Cycles of Common Assessment Testing

Evidence of Completion:
Common Assessment Data, Data Chats, Observe Student Work

Goal #4:	Increase the percentage of students scoring a Level 3.5 and above in Writing from 61% to 71%. Decrease the number of students scoring a Level 3 or below from 39% to 29%.
Barrier #1:	Insufficient standard based instruction.
Strategy #1 to Overcome the Barrier	All teachers will be trained in effective common core instructional strategies for teaching writing.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching reading.

Person or Persons Responsible:
Teachers, Administrators, Instructional Coaches, Professional Developers

Target Dates or Schedule:
Daily / Monthly

Evidence of Completion:
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP

Facilitator:
Literacy Coach, Learning Specialist, Administrators

Participants:
Teachers, Administrators, Instructional Coaches, Professional Developers

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

Action:
Classroom instructional strategies and best practices for teaching writing.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly

Evidence of Completion
Lesson Plans, Walk-throughs, Observations

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

Action:

Person or Persons Responsible:
Teachers, Administrators, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Walk-throughs, Observations, Teacher Appraisal Results, FCAT Writing Data

Goal #4:	Increase the percentage of students scoring a Level 3.5 and above in Writing from 61% to 71%. Decrease the number of students scoring a Level 3 or below from 39% to 29%.
Barrier #1:	Insufficient standard based instruction.
Strategy #2 to Overcome the Barrier	Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's with an emphasis on teachers new to 4th grade.

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

Action:
Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:
Teachers, Administrators, Literacy Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Professional Development Schedule, PLC Notes, Lesson Plans

Facilitator:
Literacy Coach, Learning Specialist, Administrators

Participants:
Teachers, Administrators, Literacy Coach

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

Action:
Coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:
Administrators, Teachers, Literacy Coaches

Target Dates or Schedule:
Monthly

Evidence of Completion
Observation reflections, PLC Notes, Lesson Plans, Walk-throughs, Teacher Appraisals

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Administrators, Literacy Coach

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Observations, Walk-throughs, Lesson Plans, Teacher Appraisals

Goal #4:	Increase the percentage of students scoring a Level 3.5 and above in Writing from 61% to 71%. Decrease the number of students scoring a Level 3 or below from 39% to 29%.
Barrier #1:	Insufficient standard based instruction.
Strategy #3 to Overcome the Barrier	Study student writing work as a grade level team during PLC.

Step #1 to Implement Strategy #3 - PD Opportunity

Action:
Collaborative study of scoring writing.

Person or Persons Responsible:
Teachers, Literacy Coaches

Target Dates or Schedule:
Weekly / Monthly (Dedicate one Monthly PLC to study student writing work as a grade level team.

Evidence of Completion:
PLC Notes

Facilitator:
Literacy Coach, Learning Specialist

Participants:
Teachers, Literacy Coaches

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:
Teachers to plan and score collaboratively

Person or Persons Responsible:
Administrators, Teachers, Literacy Coaches

Target Dates or Schedule:
Monthly

Evidence of Completion
PLC Notes, Observation Reflections, Walk-throughs

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Administrators, Literacy Coaches

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Observations, Walk-throughs, Lesson Plans, Teacher Appraisals

Goal #5:	Increase the percentage of students scoring a Level 3 or above in Math from 60% to 66% as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 40% to 34%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #1 to Overcome the Barrier	All teachers will be trained in effective common core instructional strategies for teaching math.

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

Action:
Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching math.

Person or Persons Responsible:
Teachers, Administrators, Literacy Coaches, Professional Developers

Target Dates or Schedule:
Daily / Monthly

Evidence of Completion:
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP

Facilitator:
Literacy Coach, Learning Specialist, Administrators

Participants:
Teachers, Administrators, Literacy Coaches, Professional Developers

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

Action:
Classroom instructional strategies and best practices for teaching math.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly

Evidence of Completion
Lesson Plans, Walk-throughs, Observations

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

Action:

*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:

Teachers, Administrators, Instructional Coaches

Target Dates or Schedule:

Daily / Weekly / Monthly

Evidence of Completion:

Walk-throughs, Observations and Teacher Appraisal Results

Goal #5:	Increase the percentage of students scoring a Level 3 or above in Math from 60% to 66% as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 40% to 34%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #2 to Overcome the Barrier	Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's.

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

Action:

Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:

Teachers, Administrators, Instructional Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Professional Development Schedule, PLC Notes, Lesson Plans

Facilitator:

Learning Specialists, Administrators, Professional Developer

Participants:

Teachers, Administrators, Instructional Coaches

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

Action:
Coverage for teachers to observe and plan collaboratively.

Person or Persons Responsible:
Administrators, Teachers, Instructional Coaches

Target Dates or Schedule:
Monthly

Evidence of Completion
Observation reflections, PLC Notes, Lesson Plans, Walk-throughs, Teacher Appraisals

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Administrators, Instructional Coaches

Target Dates or Schedule:
Daily / Weekly / Monthly

Evidence of Completion:
Observations, Walk-throughs, Lesson Plans, Teacher Appraisals

Goal #5:	Increase the percentage of students scoring a Level 3 or above in Math from 60% to 66% as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 40% to 34%.
Barrier #1:	Insufficient Standard Based Instruction
Strategy #3 to Overcome the Barrier	Provide extended learning opportunities for students to increase levels of performance.

Step #1 to Implement Strategy #3 - Budget Item

Action:
Organize before and/or after school learning programs for students math improvement.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Extended Learning attendance data, Lesson Plans, Walk-throughs, Observations

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

Action:
After school learning program implemented daily for identified students in need of math support and/or enrichment.

Person or Persons Responsible:
Administrators, Teachers

Target Dates or Schedule:
Daily

Evidence of Completion
Extended Learning Schedule, Extended Learning Class Lists

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

Action:
*Learning goals are aligned with common core standards *Teachers provide instruction which is aligned with the common core standards and take the cognitive complexity of the grade level into consideration. *Instruction includes teacher explanation of how the class activities relate to the learning goal, the purpose for learning, and expected outcomes. *Rubrics related to the learning goal is posted and referred to. *Explicit instruction; Modeled Instruction; Guided Practice with teacher support and feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students learning and provide regular and timely feedback regarding personal progress through the learning cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.

Person or Persons Responsible:
Teachers, Administrators

Target Dates or Schedule:
Weekly / Following Cycles of Common Assessment Testing

Evidence of Completion:
Common Assessment Data, Data Chats, Observe Student Work

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

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

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

Goal #1: Increase the percentage of African American students that meet grade level expectations in Reading from 33% to 39% and in Math from 22% to 30%.

Barrier #1: Insufficient Standard Based Instruction

Strategy #1: All teachers will be trained in effective common core instructional strategies,

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching math.

Facilitator leader

Participants
Teachers, Administrators, Literacy Coaches, Professional Developers

Target dates or schedule
Daily / Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP
(Person Responsible: Teachers, Administrators, Literacy Coaches, Professional Developers)

Goal #2: Increase the percentage of students scoring a Level 3 or higher from 57% to 65% in Science as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 41% to 35%.

Barrier #1: Insufficient Standard Based Instruction

Strategy #1: All teachers will be trained in effective instructional strategies for teaching science including the 5 E's Model.

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching science.

Facilitator leader

Participants
Teachers, Administrators, Literacy Coaches, Professional Developers

Target dates or schedule
Daily / Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP
(Person Responsible: Teachers, Administrators, Literacy Coaches, Professional Developers)

Strategy #2: Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Facilitator leader
Learning Specialists, Administrators, Professional Developer

Participants
Teachers, Administrators, Instructional Coaches

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Schedule, PLC Notes, Lesson Plans
(Person Responsible: Teachers, Administrators, Instructional Coaches)

Strategy #3: Increase the use of student journal responses in the science notebook and participation in the school science fair.

Action Step #1: Modeling and scoring science journal responses using the scientific notebook rubric. Scaffold and provide additional support in the development of science inquiry projects.

Facilitator leader
Learning Specialist, District Science training

Participants
Teachers

Target dates or schedule
Daily / Weekly

Evidence of Completion and Person Responsible for Monitoring
Rubrics, Lesson Plans, Walk-throughs, Observations
(Person Responsible: Teachers)

Goal #3: Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.

Barrier #1: Insufficient standard based instruction

Strategy #1: All teachers will be trained in effective common core instructional strategies for teaching reading.

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching reading.

Facilitator leader
Reading Coach, Learning Specialist, Administrator

Participants
Teachers, Administrators, Instructional Coaches, Professional Developers

Target dates or schedule
Daily / Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP
(Person Responsible: Teachers, Administrators, Instructional Coaches, Professional Developers)

Strategy #2: Provide opportunities for teachers to ovserve each other implementing best practices through the use of TDE's.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Facilitator leader
Reading Coach, Learning Specialist, Administrators

Participants
Teachers, Administrators, Reading Coach

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Schedule, PLC Notes, Lesson Plans
(Person Responsible: Teachers, Administrators, Reading Coach)

Goal #4: Increase the percentage of students scoring a Level 3.5 and above in Writing from 61% to 71%. Decrease the number of students scoring a Level 3 or below from 39% to 29%.

Barrier #1: Insufficient standard based instruction.

Strategy #1: All teachers will be trained in effective common core instructional strategies for teaching writing.

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching reading.

Facilitator leader
Literacy Coach, Learning Specialist, Administrators

Participants
Teachers, Administrators, Instructional Coaches, Professional Developers

Target dates or schedule
Daily / Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP
(Person Responsible: Teachers, Administrators, Instructional Coaches, Professional Developers)

Strategy #2: Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's with an emphasis on teachers new to 4th grade.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Facilitator leader
Literacy Coach, Learning Specialist, Administrators

Participants
Teachers, Administrators, Literacy Coach

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Schedule, PLC Notes, Lesson Plans
(Person Responsible: Teachers, Administrators, Literacy Coach)

Strategy #3: Study student writing work as a grade level team during PLC.

Action Step #1: Collaborative study of scoring writing.

Facilitator leader
Literacy Coach, Learning Specialist

Participants
Teachers, Literacy Coaches

Target dates or schedule
Weekly / Monthly (Dedicate one Monthly PLC to study student writing work as a grade level team.

Evidence of Completion and Person Responsible for Monitoring
PLC Notes
(Person Responsible: Teachers, Literacy Coaches)

Goal #5: Increase the percentage of students scoring a Level 3 or above in Math from 60% to 66% as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 40% to 34%.

Barrier #1: Insufficient Standard Based Instruction

Strategy #1: All teachers will be trained in effective common core instructional strategies for teaching math.

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching math.

Facilitator leader
Literacy Coach, Learning Specialist, Administrators

Participants
Teachers, Administrators, Literacy Coaches, Professional Developers

Target dates or schedule
Daily / Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Calendar, Observations, Walk-throughs, Teacher Appraisals, IPDP
(Person Responsible: Teachers, Administrators, Literacy Coaches, Professional Developers)

Strategy #2: Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Facilitator leader
Learning Specialists, Administrators, Professional Developer

Participants
Teachers, Administrators, Instructional Coaches

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Professional Development Schedule, PLC Notes, Lesson Plans
(Person Responsible: Teachers, Administrators, Instructional Coaches)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #3	Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.	$3,000
	Total	$3,000

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program		Total
SIP	$3,000	$0	$3,000
	$0	$0	$0
Total	$3,000	$0	$3,000

Budget Detail

Goal #1: Increase the percentage of African American students that meet grade level expectations in Reading from 33% to 39% and in Math from 22% to 30%.

Barrier #1: Insufficient Standard Based Instruction

Strategy #1: All teachers will be trained in effective common core instructional strategies,

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching math.

Resource Type

Resource

Funding Source

Amount Needed

Strategy #2: Provide extended learning opportunities for students to increase levels of performance.

Action Step #1: Organize before and/or after school learning programs for reading and math improvement.

Resource Type

Resource

Funding Source

Amount Needed

Goal #2: Increase the percentage of students scoring a Level 3 or higher from 57% to 65% in Science as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 41% to 35%.

Barrier #1: Insufficient Standard Based Instruction

Strategy #1: All teachers will be trained in effective instructional strategies for teaching science including the 5 E's Model.

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching science.

Resource Type

Resource

Funding Source

Amount Needed

Strategy #2: Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Resource Type

Resource

Funding Source

Amount Needed

Goal #3: Increase the percentage of students scoring a Level 3 or above in Reading from 69% to 73% as measured by the 2013-2014 FCAT 2.0. Decrease the number of students scoring a Level 1 and Level 2 students from 31% to 27%.

Barrier #1: Insufficient standard based instruction

Strategy #1: All teachers will be trained in effective common core instructional strategies for teaching reading.

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching reading.

Resource Type	Evidence-Based Program
Resource	Extended Learning Program, Intervention Resources, Teachers
Funding Source	SIP
Amount Needed	$3,000

Strategy #2: Provide opportunities for teachers to ovserve each other implementing best practices through the use of TDE's.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Resource Type	
Resource	Casual Cafe book
Funding Source	
Amount Needed	

Strategy #3: Provide extended learning opportunities for students to increase level of performance.

Action Step #1: Organize before and/or after school learning programs for student reading improvement.

Resource Type

Resource   TDE's

Funding Source

Amount Needed

Goal #4: Increase the percentage of students scoring a Level 3.5 and above in Writing from 61% to 71%. Decrease the number of students scoring a Level 3 or below from 39% to 29%.

Barrier #1: Insufficient standard based instruction.

Strategy #2: Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's with an emphasis on teachers new to 4th grade.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Resource Type

Resource

Funding Source

Amount Needed

Goal #5: Increase the percentage of students scoring a Level 3 or above in Math from 60% to 66% as measured by the 2013-2014 FCAT 2.0. Decrease the percentage of students scoring a Level 1 or 2 from 40% to 34%.

Barrier #1: Insufficient Standard Based Instruction

Strategy #1: All teachers will be trained in effective common core instructional strategies for teaching math.

Action Step #1: Provide training to instructional staff on Common Core and effective instructional strategies and best practices for teaching math.

Resource Type

Resource

Funding Source

Amount Needed

Strategy #2: Provide opportunities for teachers to observe each other implementing best practices through the use of TDE's.

Action Step #1: Schedule TDE's and/or coverage for teachers to observe and plan collaboratively.

Resource Type

Resource

Funding Source

Amount Needed

Strategy #3: Provide extended learning opportunities for students to increase levels of performance.

Action Step #1: Organize before and/or after school learning programs for students math improvement.

Resource Type

Resource

Funding Source

Amount Needed