FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3021 - Orange Grove Elementary School
District: 52 - Pinellas
Principal: Christine Porter
SAC Chair: Richard Vigo
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/01/2013
Last Modified on: 10/28/2013

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

Address:	**Physical**	**Mailing**
	10300 65TH AVE Seminole, FL 33772	10300 65TH AVE Seminole, FL 33772
Phone Number:	727-547-7845	
Web Address:	http://www.orangegrove-es.pinellas.k12.fl.us	
Email Address:	3021.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	57%			
Minority:	26%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	B	A	A	A

Current School Status

School Information

School-Level Information

School Orange Grove Elementary School

Principal's name Christine Porter

School Advisory Council chair's name Richard Vigo

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

Name	Title
Christine Porter	Principal
Stacey White	Guidance Counselor
Kali Davis	Instructional Staff Developer - Literacy
Kim Kirchoffer	Psychologists
Jessica Dority	Teacher
Melissa Watson	Social Worker
Valorie Barzen	Curriculum Specialist

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/01/2013

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

Describe the membership of the SAC including position titles
Richard Vigo - Chair
Christine Porter - Principal

Describe the involvement of the SAC in the development of this school improvement plan
The SAC is responsible for planning the school improvement plan and jointly working with the principal and staff after analyzing relevant data. The SAC determines the goals in the paean and how to measure the goals. School Improvement Teams are responsible for developing and implementing strategies and action plans to accomplish the goals.

Describe the activities of the SAC for the upcoming school year
Goal: Increased Communication with School Community
Aim: Higher student achievement
Result: SAC awareness and Efficient and effective operations

Describe the projected use of school improvement funds and include the amount allocated to each project
To increase communication among all stakeholders and support increased student achievement.

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
NA

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 1

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

Administrator Information:

Christine Porter		
Principal	Years as Administrator: 9	Years at Current School: 0
Credentials	Prin Cert; Ed Ld; SS 6-12; BS; MA; Ed.S; Ed. D	
Performance Record	Melrose Elementary School Grade F; AMO:49; Proficiency: 23 Learning Gains: 61 Lowest 25%: 72 Melrose Elementary School Grade F; AMO:49; Proficiency: 23 Learning Gains: 61 Lowest 25%: 72 Bay Point Middle Grade C AYP: no Proficiency: 58 Learning Gains: 57 Lowest 25%: 61 Bay Point Middle Grade B AYP: no Proficiency: 61 Learning Gains: 59 Lowest 25%: 58	

Instructional Coaches

 # Instructional Coaches 0

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

Instructional Coach Information:

Kali Davis		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	K-6 Elem Ed; K-12 ESE MA; BA	
Performance Record	Melrose Elementary School Grade F; AMO:49; Proficiency: 23 Learning Gains: 61 Lowest 25%: 72	

Classroom Teachers

# of classroom teachers 28

 # receiving effective rating or higher 0%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 357%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 100, 357%

 # ESOL endorsed 25, 89%

 # reading endorsed 5, 18%
 # with advanced degrees 22, 79%
 # National Board Certified 8, 29%
 # first-year teachers 2, 7%
 # with 1-5 years of experience 8, 29%
 # with 6-14 years of experience 10, 36%
 # with 15 or more years of experience 16, 57%

Education Paraprofessionals

# of paraprofessionals 1
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 100, 10000%

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
 # receiving effective rating or higher (not entered because basis is < 10)

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Lead mentor meets with new teachers informally weekly and in a more sturctured environement monthly. Provides support and guidance on best practices. Ensures new teachers have all resources (academic, behavioral, and personal) needed. Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.

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
Lead mentor meets with new teachers informally weekly and in a more structured environment monthly. Provides support and guidance on best practices. Ensures new teachers have all resources (academic, behavioral, and personal) needed. Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.

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

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction,

resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
The team meets weekly from 7:35-8:30. The agenda is set by the facilitator to include academic. attendance and behavior data on a rotating basis. Members of the SBLT are part of other school improvement committees and serve as the liaison to the SBLT for communication with the staff.
In addition, the SBLT will meet with the grade level PLCs every six weeks to review Tier I data to problem solve the formation of Tier II groups based on data with teachers and respond to questions and concerns. At the initial meeting with the teachers at each grade level during their "block time" students will be placed into Tier II groups based on problem solving with this data. They will be progress monitored biweekly and the group graphs from Tier II will be reviewed every six weeks in a data check meeting during grade level "block times" to determine appropriateness of the groups or the need to make changes. Based on the data, the determination will be made as to students needing Tier III problem solving and interventions. Appropriate members of the SBLT will then take responsibility for gathering additional data and scheduling the Tier III meetings with parents.
Tier 2 group interventions will be formulated and implemented based on this data, and progress monitoring will be completed every two weeks. Graphs will be reviewed at the SBLT after each assessment period, at which time the SBLT will develop hypotheses in order to change interventions or intensify to Tier 3 for individual students for those students who have not shown improvement.
The SBLT will review math data including previous FCAT scores for fourth and fifth grade students, and Common Assessment scores for all students. This process will identify instructional needs in Tier 1 instruction, including differential instruction, as well as the need for supplemental instruction to address specific skills.
The data for Science will be gathered through EDS in order to examine trends and specific strands which may require additional instruction for either Tier 1, or the need to develop small group supplemental instruction at Tier 2. PLC's will examine student work samples and products to assess mastery of concepts.
Tier 1 writing data will be reviewed through examination of scores reported in EDS and differentiated instruction provided as needed with the assistance of the literacy coach.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
facilitator - generates agenda and leads team discussion
data manager / data coaches - 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 teammemebers 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
The SBLT is responsible for managing and coordinating the efforts between all school teams, as well as reviewing and revising the School Improvement Plan.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
The SBLT will use FAIR data/running records/phonics surveys/AIMS web to assess the "core" (Tier I) instruction in reading which will be reviewed after each assessment period.
Office Discipline Referrals, Intervention Tracking Forms, and Student Concern/Support Requests will be used as Tier 1 data for behavior.
Tier 2 group interventions will be formulated and implemented based on this data, and progress monitoring will be completed every two weeks. Graphs will be reviewed at the SBLT every six weeks,

at which time the SBLT will develop hypotheses in order to change interventions or intensify to Tier 3 for individual students for those students who have not shown improvement.

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

The plan to support MTSS will be thorough problem solving process and ongoing professional development.

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: 10,800

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description
Extended Learning (during the school day): Small group instruction to Increase the academic achievement and learning gains of one star / two star students, Level 1 and 2 students, and previously retained students in math and reading. Instruction will target economically disadvantaged, African American, and Hispanic student population. This will be measured by common assessments, FAIR, RR, and FCAT.

How is data collected and analyzed to determine the effectiveness of this strategy?
Enrichment will be provided 30 minutes weekly for high achieving students who have not qualified for accelerated programs. Service will be delivered by the gifted teacher. In addition, the following programs are offered before / after school: Chorus, Math Mania, Principal's Multicultural Advisory Council, Student Council, News Crew, Safety Patrol, Library Media Assistant, and Book Clubs.

Who is responsible for monitoring implementation of this strategy?
Instrucional staff have 50 minute block scheduling daily to collaborate and plan. In addition, instrucional staff particpates in book study (Teach Like a Champion) and lesson study.

Literacy Leadership Team (LLT)

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

Name	Title
Kali Davis	Instructional Staff Developer - Literacy
Jack Howard	Media Specialist
Christine Porter	Principal
Valorie Barzen	Curriculum Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons

o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?
• Support for text complexity
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects
An additional area of focus for this team is school-wide literacy incentives programs. Partially funded by a grant from a local business, the school gives away two bicycles each semester to students who meet goals established for the semester. Past goals have included both a specific number of books read at grade levels, and students showing appropriate independent reading choices and behaviors. The goals and reward levels for 13-14 will be set by the committee in late September. A major focus adopted for the committee for 13-14 is to increase text complexity and book length in independent reading choices, as evidenced by data collection via Reading Counts.

Every Teacher Contributes to Reading Instruction

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

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

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent-teacher conference.

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

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

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

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

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	78%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	76%	76%	No	78%
White	81%	81%	No	83%
English language learners				
Students with disabilities	57%	57%	No	61%
Economically disadvantaged	73%	73%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	29%	34%
Students scoring at or above Achievement Level 4	74	37%	42%

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)	132	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	35	69%	79%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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	45	70%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	64%	64%	No	68%
American Indian				
Asian				
Black/African American				
Hispanic	58%	58%	No	63%
White	66%	66%	No	69%
English language learners				
Students with disabilities	41%	41%	No	47%
Economically disadvantaged	56%	56%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	30%	66%
Students scoring at or above Achievement Level 4	45	22%	50%

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 %
Learning Gains	80	39%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	60%	70%

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	25	37%	42%
Students scoring at or above Achievement Level 4	13	19%	24%

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			

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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

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

Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer hours	5998		10%
Increase student mentors	2		10%
Increase parent participation in school activities	300		80%
Increase correct phone numbers in portal	327		93%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Increase the number of students proficient in the area of reading by 5%.

Goal #2:
Increase the number of students proficient in the area of math by 5%.

Goal #3:
Improve current level of performance in the area of science by 5%.

Goal #4:
Improve current level of performance in the area of writing by 5%.

Goal #5:
Bradley MOU: There will be an increase in African American achievement in reading, writing, math, and science, by a minimum of 5%.

Goal #6:
Improve current level of performance in the area of wellness.

Goals Detail

Goal #1:	**Increase the number of students proficient in the area of reading by 5%.**

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

Resources Available to Support the Goal
- Jan Richardson Guided Reading
- Common Core Training (Core Connections, DWT, etc.)
- Common Core Standards
- District Literacy Coach

Targeted Barriers to Achieving the Goal
- Insufficient standard based instruction
- Lack of differentiation of instruction and student engagement
- Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas

Plan to Monitor Progress Toward the Goal

Action:
data chats with grade level teams and literacy leadership team

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Every 6 weeks

Evidence of Completion:
IPI data increase, walkthrough data increase, formative and summative data increase.

Goal #2:	Increase the number of students proficient in the area of math by 5%.
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	• CPALMS • Common Core • New Curriculum (GO Math!) • Common Planning
Targeted Barriers to Achieving the Goal	• Students are not encouraged to find their own strategies or required to explain their thinking when they do come up with their own strategies and therefore do not become mathematical thinkers. • Lack of knowledge of the standards that need to be taught in each grade level. • Lack of differentiation of instruction.

Plan to Monitor Progress Toward the Goal

Action:
data chats with grade level teams to discuss the progress the students are making in math as well as assessing student work in math journals.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
on-going

Evidence of Completion:
Increase in IPI data, as well as student achievement.

Goal #3:	Improve current level of performance in the area of science by 5%.
Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• Fusion Textbook • Pinellas County Schools - Science Workshops/Units • Common Core
Targeted Barriers to Achieving the Goal	• Insufficient standards based instruction • Lack of differentiation of instruction

Plan to Monitor Progress Toward the Goal

Action:
Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level text.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
weekly

Evidence of Completion:
science journals, rubrics, walkthrough data, student assessment data.

Goal #4:	Improve current level of performance in the area of writing by 5%.

Targets Supported	• Writing
Resources Available to Support the Goal	
Targeted Barriers to Achieving the Goal	• Insufficient standards based instruction

Plan to Monitor Progress Toward the Goal

Action:
Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-

Person or Persons Responsible:
Principal

Target Dates or Schedule:
on-going

Evidence of Completion:
journals, rubrics, walkthrough data, student assessment data

Goal #5:	Bradley MOU: There will be an increase in African American achievement in reading, writing, math, and science, by a minimum of 5%.

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Writing • 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 • Science • Science - Elementary School • Additional Targets
Resources Available to Support the Goal	
Targeted Barriers to Achieving the Goal	• Lack of differentiation in instruction

Plan to Monitor Progress Toward the Goal

Action:
Data will be collected through classroom walkthroughs and discussed at the 6 week data chats. Decisions about the action plan and individual students will be made after the data and trends are analyzed.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
IPI Data, walkthrough data, and formative and summative assessment data

Goal #6:	**Improve current level of performance in the area of wellness.**
Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Healthy Schools Program https://schools.healthiergeneration.org/
Targeted Barriers to Achieving the Goal	• Failure to form a Healthy School Team • Failure to assess students and upload Being Fit Matters/Fitnessgram data

Plan to Monitor Progress Toward the Goal

Action:
Will look for the completion of the 6 step process, the healthy school inventory, and the pre and post being fit matters evaluation.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Healthy School inventory and Being Fit Matters Statistical Report (Portal)

Action Plan for Improvement

Goal #1:	Increase the number of students proficient in the area of reading by 5%.
Barrier #1:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1

Action:
Teachers will: *Post learning goals for each lesson and refer to them as instruction is happening (specifically at the beginning and the end). The lesson will: *be aligned with a course standard or benchmark and to the district/school pacing guide *Begin with a discussion of desired outcomes and learning goals *Include a learning goal/essential question *Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focus and/or refocus class discussion by referring back to the learning goal/essential question *Include a scale or rubric that relates to the learning goal and it is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
daily

Evidence of Completion:
Board configuration data, walkthrough data, formative and summative assessments

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

Action:
Walkthroughs will be completed to determine whether the lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential

Person or Persons Responsible:
Principal

Target Dates or Schedule:
During walkthroughs and lesson plan checks

Evidence of Completion
Walkthrough data including board configuration and teacher references to the learning goals during instruction. Lesson plans

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

Action:
formative and summative assessment data (including student samples)

Person or Persons Responsible:
Principal and Literacy Leadership Team

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Students will make learning gains and be able to prove that they can do what the standards ask them to do and understand.

Goal #1:	Increase the number of students proficient in the area of reading by 5%.
Barrier #1:	Insufficient standard based instruction
Strategy #2 to Overcome the Barrier	Teachers will use research based practices in literacy aligned to the implementation of the CCSS.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
*Teacher will use routines, text based writing, close reading, complex text, and literary, narrative and research tasks. *Teachers will attend Core Connections Training and other CCSS related trainings. *Utilize district PD plan as a guide for school based PD provided by literacy coach *Utilize LLC/LLT members as teacher leaders in the implementation of this work.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
daily/weekly/per module

Evidence of Completion:
*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Facilitator:

Participants:
Teachers

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

Action:
Teacher use of routines, text based writing, close reading, complex text, and literary, narrative and research tasks.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

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

Action:
formative and summative assessment data (including student samples)

Person or Persons Responsible:
Principal and Literacy Leadership Team

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Students will make learning gains and be able to prove that they can do what the standards ask them to do and understand.

Goal #1:	Increase the number of students proficient in the area of reading by 5%.
Barrier #1:	Insufficient standard based instruction
Strategy #3 to Overcome the Barrier	Increase instructional rigor

Step #1 to Implement Strategy #3

Action:
Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
daily/weekly

Evidence of Completion:
*Teachers asks higher level order questions in order to guide the students' text based discussion. *Students are discussing literature using evidence from the text. *Students are reading grade-level texts with the appropriate support.

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

Action:
Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Walkthrough data (including, but not limited to higher level questions, student text based conversations and scaffolding).

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

Action:
Successful implementation looks like: *Students reading grade level text. *Students having conversations based on literary works and non fiction pieces while referencing and citing text based evidence. *Teachers asking higher order thinking questions a

Person or Persons Responsible:
Principal and Literacy Leadership Team

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Walkthrough data

Goal #1:	Increase the number of students proficient in the area of reading by 5%.
Barrier #2:	Lack of differentiation of instruction and student engagement
Strategy #1 to Overcome the Barrier	Provide formative assessments to inform differentiation in instruction

Step #1 to Implement Strategy #1

Action:
*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students

Person or Persons Responsible:
Classroom and Intervention teachers

Target Dates or Schedule:
daily/weekly/per module

Evidence of Completion:
Lesson plans, formative and summative assessment data, PLC minutes

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

Action:
PLC minutes and lesson plans will be monitored and feedback will be provided as necessary. Classroom walkthrough will be completed (including but not limited to looking for formative assessment).

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Walk through data. Lesson plans. Data Chat and PLC minutes.

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

Action:
Successful implementation: *Students are regularly assessed using formative assessments. *Teachers are using the formative assessment results to drive instructional decisions. *Student learning gains increase.

Person or Persons Responsible:
Principal and Literacy Leadership Team

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Formative and summative assessment data (e.g. Running records, FAIR scores, and FCAT score).

Goal #1:	Increase the number of students proficient in the area of reading by 5%.
Barrier #2:	Lack of differentiation of instruction and student engagement
Strategy #2 to Overcome the Barrier	Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction.

Step #1 to Implement Strategy #2

Action:
Teachers will meet in PLC's at least once per month to review student response to tasks and plan text dependent questions, close reading and skill/strategy based groups to implement during core with students to support their success with complex text.

Person or Persons Responsible:
Classroom and Intervention teachers

Target Dates or Schedule:
daily/weekly

Evidence of Completion:
Lesson Plans (including differentiated groups), walkthrough data (including but not limited to small group instruction and differentiated activities, such as literacy centers and guided reading groups).

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

Action:
Walkthroughs will be completed, specifically looking for differentiated activities, small group instruction, and other evidence of students having a variety of methods to show what they know and perform the tasks given to them.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Walkthrough data, lesson plans

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

Action:
Successful implementation looks like: *Students completing tasks in a variety of ways (including a varying level of difficulty) *Small group instruction is occuring. *Data is used to dictate the level of scaffolding and difficulty of tasks, as well as

Person or Persons Responsible:
Principal and Literacy Leadership Team

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Student assessment data (formative and summative), Walkthrough data, and IPI data.

Goal #1:	Increase the number of students proficient in the area of reading by 5%.
Barrier #3:	Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas
Strategy #1 to Overcome the Barrier	Create intervention that support core instructional goals and objectives.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Train all teachers on the administration of running records and Jan Richardson's Guided Reading Routine. Administer running records and review and analyze to appropriately group students. Plan and deliver instruction, administrators/coach to conduct fidelity checks as needed. Review data at MTSS meetings, adjust groups and instruction as needed.

Person or Persons Responsible:
Teachers, Intervention Teachers, Literacy Coach

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Running Records, Jan Richardson lesson plans, fidelity checks

Facilitator:

Participants:
Teachers, Intervention Teachers, Literacy Coach

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

Action:
Review JRGR lesson plans, running records, and PLC/MTSS minutes regarding this data and the grouping of students.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Lesson plans, PLC/MTSS minutes, Running Record data, walkthroughs

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

Action:
Successful implementation looks like: Students have current running record data every 6 weeks. Groups are monitored for progress and changed as necessary. Running record data is looked at during PLCs and data chats to discuss student progress and trends

Person or Persons Responsible:
Principal and Literacy Leadership Team

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Running record data, FAIR/FCAT data

Goal #2:	Increase the number of students proficient in the area of math by 5%.
Barrier #1:	Students are not encouraged to find their own strategies or required to explain their thinking when they do come up with their own strategies and therefore do not become mathematical thinkers.
Strategy #1 to Overcome the Barrier	Use classroom discussions to debrief problems and accountable math talk (talk moves).

Step #1 to Implement Strategy #1

Action:
Teachers will use accountable talk and math discussions to help students articulate their reasoning behind their answer instead of just a correct answer. Multiple strategies and solutions should be encouraged.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
daily

Evidence of Completion:
Walkthroughs, student achievement data

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

Action:
Walkthroughs will be completed (including but not limited to looking for student math discussion and reasoning -verbally or written using math journals).

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Walkthoughs, math journals, student achievement data

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

Action:
Successful implementation looks like: *Student discussing situational math problems and reasoning through their answers. *Teacher is facilitating the discussion by asking pre-planned scaffolding questions. *Small groups, partnerships, and whole group discussions

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
Lesson plans, walkthroughs, student achievement data (formative and summative assessments)

Goal #2:	Increase the number of students proficient in the area of math by 5%.
Barrier #2:	Lack of knowledge of the standards that need to be taught in each grade level.
Strategy #1 to Overcome the Barrier	Common Collaborative Planning where standards are unpacked and discussed.

Step #1 to Implement Strategy #1

Action:
Teachers will unpack standards to help develop and deliver content rich lessons that are aligned to common core grade appropriate standards.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC minutes, lesson plans

Step #2 to Implement Strategy #1

Action:
Teachers will develop and implement plans that follow a research-based model of lesson delivery (aligned to the 5E model) including setting and communicating a purpose for learning and learning goals in each lesson, following an appropriate progression of rigor.

Person or Persons Responsible:
Grade level teams

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC minutes, lesson plans

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

Action:
Lessons will be observed during walkthroughs, math notebooks collected to show student evidence of learning

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
math notebooks, formative and summative assessment data, walkthrough data

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

Action:
Successful implementation looks like: *Grade level teams meeting regularly to unpack the CCSS and then plan effective lessons from them using Go Math resources, CPALMS, and the district pacing guide. *Students are actively engaged in the lessons and the student product shows understanding of the content.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
on-going

Evidence of Completion:
formative and summative assessment data, PLC minutes, lesson plans

Goal #2:	Increase the number of students proficient in the area of math by 5%.
Barrier #3:	Lack of differentiation of instruction.
Strategy #1 to Overcome the Barrier	Teachers will use data from formative and summative assessments to adjust and modify instruction in order to meet the needs of all students. Tasks will be of appropriate rigor that elicit evidence of learning.

Step #1 to Implement Strategy #1

Action:
Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction. Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson 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

Target Dates or Schedule:
weekly

Evidence of Completion:
Walkthroughs and formative assessment data.

Step #2 to Implement Strategy #1

Action:
Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction. Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson 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

Target Dates or Schedule:
weekly

Evidence of Completion:
Walkthroughs and formative assessment data.

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

Action:
Walkthroughs will be completed to monitor targeted instruction based on standards and major topics with in grades. Lesson plans will be reviewed to check for conceptual understanding, procedural skill and fluency, and application.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
weekly

Evidence of Completion
Walkthroughs and lesson plans.

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Improve current level of performance in the area of science by 5%.
Barrier #1:	Insufficient standards based instruction
Strategy #2 to Overcome the Barrier	Implement High Yield Instructional Strategies

Step #1 to Implement Strategy #2

Action:
*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to previous learned content, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
daily/weekly

Evidence of Completion:
walkthrough data, IPI data

Step #2 to Implement Strategy #2

Action:
Plan and deliver instruction around 5E instructional model, Science Notebook, Success Criteria rubric, and CLASP PINELLAS.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
walkthroughs; science notebooks; formative assessments; lesson plans

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

Action:
Lesson plans will be checked for use of high yield strategies and walkthroughs (including, but not limited to a focus on high yield strategies)

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Walkthrough data, IPI data, and formative and summative assessment data.

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

Action:
Lesson plans will be checked for use of high yield strategies and walkthroughs (including, but not limited to a focus on high yield strategies)

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
walkthrough data, IPI data, summative and formative assessment data

Goal #3:	Improve current level of performance in the area of science by 5%.
Barrier #2:	Lack of differentiation of instruction
Strategy #1 to Overcome the Barrier	Provide formative assessments to inform differentiation in instruction

Step #1 to Implement Strategy #1

Action:
Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction Teachers facilitate effective classroom. activities and tasks that elicit evidence of learning.Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson 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

Target Dates or Schedule:
ongoing and weekly

Evidence of Completion:
walkthroughs and formative assessments

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	Improve current level of performance in the area of writing by 5%.
Barrier #1:	Insufficient standards based instruction
Strategy #1 to Overcome the Barrier	Increase instructional rigor during core instruction through alignment of CCSS and higher order questioning.

Step #1 to Implement Strategy #1

Action:
Teachers will unpack the writing standards.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
During PLCs

Evidence of Completion:
notes from meeting and unpacked standards

Step #2 to Implement Strategy #1

Action:
Collaboratively plan integrated lessons based on the CCSS and module framework including higher order questions, rubrics, and text dependent questions at the higher end of Webb's Depth of Knowledge.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
lesson plans and notes from collaborative plans

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

Action:
Observe instruction in the area of writing (literacy) during walkthrough observations and check lesson plans for higher order thinking questions and high DOK tasks. Collect writing journals and student samples in order to measure student learning compared to rubrics.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
writing journals, walkthrough data, formative and summative data

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

Action:
Successful implementation looks like: *Students discussing and reasoning their answers to deep questions based on the content they are working with. *Teacher may be scaffolding as necessary so that students can think through their answers. *Students

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
subject area/writing journals, walkthroughs, student assessment data, IPI data

Goal #5:	Bradley MOU: There will be an increase in African American achievement in reading, writing, math, and science, by a minimum of 5%.
Barrier #1:	Lack of differentiation in instruction
Strategy #1 to Overcome the Barrier	Differentiate Instruction

Step #1 to Implement Strategy #1

Action:
*Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
daily

Evidence of Completion:
Walkthrough data, formative and summative assessment data (specifically African American student data)

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

Action:
Walkthroughs will be completed, specifically looking for differentiated activities, small group instruction, and other evidence of students having a variety of methods to show what they know and perform the tasks given to them.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
during walkthroughs and lesson plan checks

Evidence of Completion
Walkthrough data, lesson plans

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

Action:
Successful implementation looks like: *Students completing tasks in a variety of ways (including a varying level of difficulty) *Small group instruction is occurring. *Data is used to dictate the level of scaffolding and difficulty of tasks, as well as

Person or Persons Responsible:
Principal

Target Dates or Schedule:
every 6 weeks

Evidence of Completion:
Student assessment data (formative and summative), Walkthrough data, and IPI data.

Goal #6:	Improve current level of performance in the area of wellness.
Barrier #1:	Failure to form a Healthy School Team
Strategy #1 to Overcome the Barrier	Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/

Step #1 to Implement Strategy #1

Action:
Completion of 6th Step of the Healthy School Program online (Celebrate Successes)

Person or Persons Responsible:
Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)

Target Dates or Schedule:
ongoing

Evidence of Completion:
Healthy School Inventory (Evaluate Your School) online

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

Action:
Will look for the completion of 6 Step of the Healthy School Program online (Celebrate Successes) and evaluate the Healthy School Inventory

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion
Healthy School Inventory and 6 step process online

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

Action:
Evaluate the inventory online and discuss the success or lack of as well as next steps.

Person or Persons Responsible:
Healthy School team and Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
Healthy school inventory

Action Step(s) Missing for Goal #6, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Improve current level of performance in the area of wellness.
Barrier #2:	Failure to assess students and upload Being Fit Matters/Fitnessgram data
Strategy #1 to Overcome the Barrier	Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data

Step #1 to Implement Strategy #1

Action:
Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results

Person or Persons Responsible:
physical education teachers

Target Dates or Schedule:
within the first 9 weeks of school

Evidence of Completion:
Being Fit Matters Statistical Report (Portal)

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

Action:
Look for the complete pre and post test results and health education instruction.

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion
Being Fit Matters Statistical Report (Portal)

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

Action:
Assess the results for the pre and post Being Fit Matters/Fitnessgram student assessments

Person or Persons Responsible:
Healthy School team and Principal

Target Dates or Schedule:
on going

Evidence of Completion:
Being Fit Matters Statistical Report (Portal)

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

https://www.flsiponline.com

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

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

Goal #1: Increase the number of students proficient in the area of reading by 5%.

Barrier #1: Insufficient standard based instruction

Strategy #2: Teachers will use research based practices in literacy aligned to the implementation of the CCSS.

Action Step #1: *Teacher will use routines, text based writing, close reading, complex text, and literary, narrative and research tasks. *Teachers will attend Core Connections Training and other CCSS related trainings. *Utilize district PD plan as a guide for school based PD provided by literacy coach *Utilize LLC/LLT members as teacher leaders in the implementation of this work.

Facilitator leader

Participants
Teachers

Target dates or schedule
daily/weekly/per module

Evidence of Completion and Person Responsible for Monitoring
*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes
*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.
*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur
(Person Responsible: Teachers)

Barrier #3: Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas

Strategy #1: Create intervention that support core instructional goals and objectives.

Action Step #1: Train all teachers on the administration of running records and Jan Richardson's Guided Reading Routine. Administer running records and review and analyze to appropriately group students. Plan and deliver instruction, administrators/coach to conduct fidelity checks as needed. Review data at MTSS meetings, adjust groups and instruction as needed.

Facilitator leader

Participants
Teachers, Intervention Teachers, Literacy Coach

Target dates or schedule
every 6 weeks

Evidence of Completion and Person Responsible for Monitoring
Running Records, Jan Richardson lesson plans, fidelity checks
(Person Responsible: Teachers, Intervention Teachers, Literacy Coach)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail