

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 3281 - Pasadena Fundamental Elementary School
District: 52 - Pinellas
Principal: Daniel Brennan L
SAC Chair: Chad Slager
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/31/2013

Address:	<u>Physical</u> 95 72ND ST N St Petersburg, FL 33710	<u>Mailing</u> 95 72ND ST N St Petersburg, FL 33710
Phone Number:	727-893-2646	
Web Address:	http://www.pasadena-es.pinellas.k12.fl.us	
Email Address:	3281.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	22%			
Minority:	20%			
School Grade History:	<u>2012-13</u> A	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

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 Pasadena Fundamental Elem.	
Principal's name Daniel Brennan L	
School Advisory Council chair's name Chad Slager	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Daniel Brennan	Principal
Beth Figard	Curriculum Specialist
Toni Hoge	Guidance
Phoebe Waller	Speech
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
School Advisory Council (SAC)	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe the membership of the SAC including position titles	
SAC membership includes school principal, SAC Chair, Co-Chair, Treasurer, Secretary, teachers, support staff, parents, community business partners.	
Describe the involvement of the SAC in the development of this school improvement plan	
SAC members review and suggest additions or improvements to the SIP	
Describe the activities of the SAC for the upcoming school year	
The School Advisory Council is responsible for providing input to the principal in the areas of school's program needs, the school budget and the School Improvement Plan. The SAC will operate under its set bylaws.	
Describe the projected use of school improvement funds and include the amount allocated to each project	
School improvement funds will be utilized to meet the goals listed within the SIP. Funds may be utilized to purchase materials for classroom instruction, TDE's for staff professional development, and resources for student instruction.	
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	
Recruitment of members is an ongoing process. Parents are made aware of SAC meetings and are encouraged to attend and become members. This has been documented in the school newsletter, on	

the school marquee, Connect Ed phone messages, and personal phone calls to parents by the principal.		
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:		
Daniel Brennan L		
Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	M.Ed./Educational Leadership	
Performance Record	Pasadena has earned an A grade for the past 7 years. In 2012, 90% of the students were on or above grade level in Reading, 76% made Annual Learning Gains in Reading and the Annual Learning Gains of the Lowest 25% in the school was 76%. In Mathematics, 71% of the students were on or above grade level, 63% made Annual Learning Gains and 49% of the Lowest 25% made Annual Learning Gains.	
Instructional Coaches		
# Instructional Coaches 1		
# 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	Bachelor's of Arts in Elementary Education (K-6), a Master of Education in Special Education (K-12), and I am ESOL endorsed.	
Performance Record	First year in the position of a district literacy coach and no performance data is available.	
Classroom Teachers		
# of classroom teachers 31		
# receiving effective rating or higher 22, 71%		
# 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. 31, 100%		
# ESOL endorsed 10, 32%		
# reading endorsed 1, 3%		

with advanced degrees 14, 45%
National Board Certified 4, 13%
first-year teachers 2, 6%
with 1-5 years of experience 3, 10%
with 6-14 years of experience 8, 26%
with 15 or more years of experience 20, 65%
Education Paraprofessionals
of paraprofessionals 0
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
receiving effective rating or higher (not entered because basis is < 10)
Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. <ul style="list-style-type: none"> • Teachers met in PLC's to promote positive and open communication while sharing best practices. • New instructional staff are assigned a teacher mentor to help with support during the school year.
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 Pasadena's mentoring program will pair each new teacher with a mentor. The mentor will work with the new teacher on the following activities: 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 (Rtl) 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 provides data and interventions being used for all students in Tier 1, Tier 2 and Tier 3. Many members on the Rtl Leadership Team are members of the SIP writing team.
What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Principal (Daniel Brennan), School Counselor(Toni Hoge), Speech/Language Pathologist (Waller), Curriculum Specialist (Beth Figard), VE Teacher (Mrs. Jackson), School Psychologist (Mrs. Brown). Our MTSS team will meet twice a month to collaborate, problem solve and share effective practices. The role of the team is to evaluate, implement various strategies with students, develop new processes and share data and strategies with the staff. Likewise, the team meets with parents of students who have Problem Solving Worksheets (PWS). The MTSS core team meets regularly with grade level teams to provide support in the areas of need. The MTSS team will provide training for the staff throughout the year.

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

During the MTSS meetings, team members reviews the current student data as it relates to MTSS and the SIP from data sources identified below. Adjustments are determined based upon the data and then communicated to all stake holders.

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)

Baseline data: FCAT and FAIR, AIMS Web Probes. Progress Monitoring: AIMS Web Probes, DIBELS Next probes, unit assessments, science probes, individualized teacher-student conferencing, and behavior infraction data. Midyear: FAIR and Common Assessments End of Year: FAIR, FCAT
Frequency of Data Days: End of unit tests are monitored for Tier 1 students, Progress Monitoring is done every 2 weeks for Tier 2 students and every week for Tier 3 students. Data is reviewed every two weeks in grade level PLCs.

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

The School Psychologist will present MTSS overview and processes to staff members as needed and provide individual support for teachers who have Tier 2 and Tier 3 students. Ongoing training will be provided throughout the year as teachers as needed.

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:** 1,080**Strategy Purpose(s)**

Instruction in core academic subjects, Teacher collaboration, planning and professional development

Strategy Description

Pasadena utilizes multiple approaches to provide additional learning opportunities for students. Activities include before school and after school instructional support of students, time for teachers to collaborate and engage in professional development, the use of effective homework to reinforce and strengthen core instruction.

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

Pre and post assessments are utilized to determine the effectiveness. Classroom performance on assignments and test are also utilized.

Who is responsible for monitoring implementation of this strategy?

The MTSS team works with the classroom teacher to collect and analyze the data.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Daniel Brennan	Principal
Beth Figard	Curriculum Specialist
Toni Hoge	Guidance
Courtney Gomes	Teacher
Anne Hall	Teacher
Charlotte Yeomans	Teacher
Carrie Brown	Teacher
Denise Dawson	Teacher
Belle Taylor	Teacher

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

- 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).

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

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

Pasadena provides support to incoming kindergarten students at the end of each school year with assessment of kindergarten readiness. Based upon the results, parents are provide suggestions that they could utilize with their child over the summer to help the child with their first year of public school.

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	88%	88%	No	89%
American Indian				
Asian				
Black/African American	70%	70%	No	73%
Hispanic	76%	76%	No	78%
White	91%	91%	No	92%
English language learners				
Students with disabilities	78%	78%	No	81%
Economically disadvantaged	77%	77%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	22%	23%
Students scoring at or above Achievement Level 4	161	66%	67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	124	48%	49%
Students in lowest 25% making learning gains (FCAT 2.0)	77	49%	50%

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	77	89%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

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	78%	78%	No	81%
American Indian				
Asian				
Black/African American	62%	62%	No	66%
Hispanic	64%	64%	No	68%
White	83%	83%	No	84%
English language learners				
Students with disabilities	78%	78%	No	81%
Economically disadvantaged	73%	73%	No	76%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		93	38%	39%
Students scoring at or above Achievement Level 4		89	36%	37%
Learning Gains				
		2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		119	48%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		75	50%	51%
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		32	36%	37%
Students scoring at or above Achievement Level 4		32	36%	36%
Florida Alternate Assessment (FAA)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>		0%
Area 5: Science, Technology, Engineering, and Mathematics (STEM)				
All Levels				
		2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)		2		50
Participation in STEM-related experiences provided for students		2	50%	50%
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	16	3%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%
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			
Parental involvement is one of the primary components of the fundamental program. In the 2012 -2013 school year, the number of volunteer hours logged was 7373.5.			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the amount of parent volunteer hours by 10 percent.	384	100%	100%
Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 88% to 92% as measured by FCAT.

Goal #2:

Improve the percentage of students scoring at 3 and above from 74% to 79% in math while ensuring that the performance for all students in all sub-groups improve as measured by FCAT.

Goal #3:

Improve current level of performance of all our students in every sub-group so every student will make increases in science and increase the percentage of students scoring a level 3 or above from 74% to 76% as measured by FCAT.

Goal #4:

Improve current level of performance of all our students in every sub-group so every student will make increases in writing while increaeing the percentage of students scoring at a 3.5 or above from 89% to 95% as measured by FCAT..

Goals Detail

Goal #1: Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 88% to 92% as measured by FCAT.

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - Writing

- Resources Available to Support the Goal**
- Ensure that teachers have resources aligned to common core and non-fiction reading text. The part-time curriculum specialist will provide support based upon trainings that are attended during the school year. In addition, district resources will be utilized as the need for resources are identified based upon teacher or students needs.

- Targeted Barriers to Achieving the Goal**
- Insufficient standard based instruction
 - Lack of differentiation of instruction

Plan to Monitor Progress Toward the Goal

Action:

bi-weekly review of lesson plans, and weekly classroom walk throughs

Person or Persons Responsible:

adminsitrator

Target Dates or Schedule:

Training will be conducted monthly during PLC meetings and teachers will receive feedback from administration every two weeks.

Evidence of Completion:

100 percent of lesson plans are aligned to full common core instruction

Goal #2: **Improve the percentage of students scoring at 3 and above from 74% to 79% in math while ensuring that the performance for all students in all sub-groups improve as measured by FCAT.**

- 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

- Resources will be district adopted text materials, school based staff, and district based staff.

Targeted Barriers to Achieving the Goal

- Insufficient standard based instruction

Plan to Monitor Progress Toward the Goal

Action:

alignment of lesson and instruction to the communication of the lessons purpose to its intended outcome goal(s)

Person or Persons Responsible:

adminsitrator

Target Dates or Schedule:

ongoing through the school year

Evidence of Completion:

Purpose of learning is communicated and documented in the lesson plans.

Goal #3: **Improve current level of performance of all our students in every sub-group so every student will make increases in science and increase the percentage of students scoring a level 3 or above from 74% to 76% as measured by FCAT.**

- Targets Supported**
- Science
 - Science - Elementary School

Resources Available to Support the Goal

- Teachers will set and communicate the purpose for learning and utilize rubrics to assess levels of student performance.

Targeted Barriers to Achieving the Goal

- Lack of differentiation of instruction.

Plan to Monitor Progress Toward the Goal

Action:

bi-weekly review of lesson plans, and weekly classroom walk throughs

Person or Persons Responsible:

administrator

Target Dates or Schedule:

ongoing through the school year

Evidence of Completion:

100 percent of lesson plans have a rubric referenced for the learning goal.

Goal #4: Improve current level of performance of all our students in every sub-group so every student will make increases in writing while increasing the percentage of students scoring at a 3.5 or above from 89% to 95% as measured by FCAT..

Targets Supported • Writing

Resources Available to Support the Goal

- Resources will be district adopted text materials, school based staff, and district based staff.

Targeted Barriers to Achieving the Goal

- Insufficient standard based instruction

Plan to Monitor Progress Toward the Goal

Action:

bi-weekly review of lesson plans, and weekly classroom walk throughs

Person or Persons Responsible:

administrator

Target Dates or Schedule:

ongoing during the 2013-2014 school year.

Evidence of Completion:

100 percent of lesson plans are aligned to full common core instruction

Action Plan for Improvement

Goal #1:	Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 88% to 92% as measured by FCAT.
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 aligned to common core.

Step #1 to Implement Strategy #1

Action:

Ongoing feedback will be provided to teachers of school wide and classroom use of common core and nonfiction text.

Person or Persons Responsible:

adminsitrator

Target Dates or Schedule:

ongoing walkthrough and lesson plans

Evidence of Completion:

Evidence will be determined by walkthrough data, fair data, and fcat scores

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

Action:

data from walk throughs will identify the implementation of common core and the implementation of nonfiction text.

Person or Persons Responsible:

Adminsitrator

Target Dates or Schedule:

on going through the school year

Evidence of Completion

Upon full implementation of common core and nonfiction reading text.

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

Action:

data will be collected based upon lesson plans and walkthroughs

Person or Persons Responsible:

adminstrator

Target Dates or Schedule:

ongoing throughout the school year

Evidence of Completion:

when lesson plans are aligned to the classroom instruction to ensure common core instruction.

Goal #1:	Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 88% to 92% as measured by FCAT.
Barrier #2:	Lack of differentiation of instruction
Strategy #1 to Overcome the Barrier	Provide opportunities for staff to have training and experience on differentiating instruction to meet the learning needs of all students.

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

Action:

Members of the Literacy team will work with teachers to determine the level of experience with differentiating the instruction for all students. Teachers will receive training on differentiating instruction in reading for small group differentiated routines sited in the work of Isabel Beck and Sharon Walpole.

Person or Persons Responsible:

Classroom teachers that will be using differentiated instruction.

Target Dates or Schedule:

Training will be conducted monthly during PLC meetings and teachers will receive feedback from administration every two weeks.

Evidence of Completion:

Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

Facilitator:

Literacy Team Members

Participants:

Classroom teachers that will be using differentiated instruction.

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

Action:

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 ass

Person or Persons Responsible:

Teachers that will be attending the training and receiving feedback from administration

Target Dates or Schedule:

Training will be conducted monthly during PLC meetings and teachers will receive feedback from administration every two weeks.

Evidence of Completion

Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level

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

Action:

Instruction within the classroom and as documented on the lesson plans show specific opportunities for the students to have instruction at their ability level.

Person or Persons Responsible:

Literacy Team Members

Target Dates or Schedule:

Training will be conducted monthly during PLC meetings and teachers will receive feedback from administration every two weeks.

Evidence of Completion:

Lesson plans that clearly differentiate instruction based upon students, and classroom observations that multiple groups and methods of instruction are visible at the same time.

Goal #2:	Improve the percentage of students scoring at 3 and above from 74% to 79% in math while ensuring that the performance for all students in all sub-groups improve as measured by FCAT.
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 - Budget Item

Action:

Determine 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 question

Person or Persons Responsible:

Administrator and classroom teachers

Target Dates or Schedule:

On GOing during the school year

Evidence of Completion:

Lesson plans and instruction are aligned to district and state expectations.

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

Action:

Walk through visits will be conducted to ensure that lesson plans are aligned to instruction

Person or Persons Responsible:

Administrator and classrooms teachers

Target Dates or Schedule:

On going during the 2013-2014 school year

Evidence of Completion

observations demonstrate alignment.

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

Action:

Lesson plans will be reviewed and classroom walk through visits will ensure that instruction delivered is aligned

Person or Persons Responsible:

administ and classroom teachers

Target Dates or Schedule:

ongoing throughout the school year

Evidence of Completion:

Seamless alignment of instruct and lessons to goal

Goal #3:

Improve current level of performance of all our students in every sub-group so every student will make increases in science and increase the percentage of students scoring a level 3 or above from 74% to 76% as measured by FCAT.

Barrier #1:

Lack of differentiation of instruction.

Strategy #1 to Overcome the Barrier

Teachers will work in PLC's to ensure that learning goals are statements of knowledge and design student friendly rubrics to measure the goals. Principal will evaluate and provide feedback during walkthroughs

Step #1 to Implement Strategy #1

Action:

Teachers will design lesson that are based upon students needs and the design a rubric to measure the learning goal.

Person or Persons Responsible:

Administrator and classroom teachers

Target Dates or Schedule:

Teachers will utilize PLC's to plan for instruction and design rubric's based upon the learning goals.

Evidence of Completion:

Evidence of completion will be determined through student completion of rubric's and administrator classroom visits.

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

Action:

Review of rubrics utilized by students and evidence obtained from class visits.

Person or Persons Responsible:

Administrator and classroom teachers

Target Dates or Schedule:

On going during the 2013-2014 school year by means of classroom visits by administration and completion of student rubrics.

Evidence of Completion

Students will be using rubrics aligned for each learning goal.

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

Action:

Instruction within the classroom and as documented on the lesson plans show specific opportunities for the students to have instruction at their ability level.

Person or Persons Responsible:

Administrator and classroom teachers

Target Dates or Schedule:

Ongoing throughout the school year

Evidence of Completion:

Lesson plans have rubrics specific to the learning goal of the lesson and students are using for each lesson.

Goal #4:

Improve current level of performance of all our students in every sub-group so every student will make increases in writing while increasing the percentage of students scoring at a 3.5 or above from 89% to 95% as measured by FCAT..

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 plan during grading level PLC's to ensure that each lesson has a goal and that the start of the lesson states the desired outcomes prior to beginning the lesson.

Person or Persons Responsible:

classroom teachers and administrator

Target Dates or Schedule:

ongoing during the 2013-2014 school year

Evidence of Completion:

Lesson plans and instruction have a learning goal and the start of each lesson begins with a discussion of the desired outcomes for the lesson.

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

Action:

Determine 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 question

Person or Persons Responsible:

classroom and administrator

Target Dates or Schedule:

ongoing during the 2013-2014 school year.

Evidence of Completion

Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level

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

Action:

Instruction within the classroom and as documented on the lesson plans show specific opportunities for the students to have instruction at their ability level.

Person or Persons Responsible:

classroom teachers and administrator

Target Dates or Schedule:

ongoing during the 2013-2014 school year.

Evidence of Completion:

Lesson plans that clearly differentiate instruction based upon students, and classroom observations that multiple groups and methods of instruction are visible at the same time.

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

Funds that are allocated to Pasadena will be integrated into the school based upon the goals of the SIP, MTSS, and needs of the students to achieve grade level expectations.

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: Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 88% to 92% as measured by FCAT.

Barrier #2: Lack of differentiation of instruction

Strategy #1: Provide opportunities for staff to have training and experience on differentiating instruction to meet the learning needs of all students.

Action Step #1: Members of the Literacy team will work with teachers to determine the level of experience with differentiating the instruction for all students. Teachers will receive training on differentiating instruction in reading for small group differentiated routines sited in the work of Isabel Beck and Sharon Walpole.

Facilitator leader

Literacy Team Members

Participants

Classroom teachers that will be using differentiated instruction.

Target dates or schedule

Training will be conducted monthly during PLC meetings and teachers will receive feedback from administration every two weeks.

Evidence of Completion and Person Responsible for Monitoring

Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

(Person Responsible: Classroom teachers that will be using differentiated instruction.)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #1	Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 88% to 92% as measured by FCAT.	\$1,000
	Total	\$1,000

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Evidence-Based Program	Total
School Improvement Funds	\$1,000	\$0	\$1,000
	\$0	\$0	\$0
Total	\$1,000	\$0	\$1,000

Budget Detail

Goal #1: Improve current level of performance for reading so all of our students in every sub-group will make increases and the percentage of students at a level 3 or above will rise from 88% to 92% as measured by FCAT.

Barrier #2: Lack of differentiation of instruction

Strategy #1: Provide opportunities for staff to have training and experience on differentiating instruction to meet the learning needs of all students.

Action Step #1: Members of the Literacy team will work with teachers to determine the level of experience with differentiating the instruction for all students. Teachers will receive training on differentiating instruction in reading for small group differentiated routines sited in the work of Isabel Beck and Sharon Walpole.

Resource Type Professional Development

Resource Providing substitutes to permit staff to attend trainings. Purchase of professional development textbooks regarding differentiating instruction.

Funding Source School Improvement Funds

Amount Needed \$1,000

Goal #2: Improve the percentage of students scoring at 3 and above from 74% to 79% in math while ensuring that the performance for all students in all sub-groups improve as measured by FCAT.

Barrier #1: Insufficient standard based instruction

Strategy #1: Set and communicate a purpose for learning and learning goals in each lesson

Action Step #1: Determine 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 question

Resource Type Evidence-Based Program

Resource

Funding Source

Amount Needed