FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 1471 - Perkins Elementary School
District: 52 - Pinellas
Principal: Tony Pleshe E
SAC Chair: David Baney
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	**Physical**	**Mailing**
	2205 18TH AVE S St Petersburg, FL 33712	2205 18TH AVE S St Petersburg, FL 33712
Phone Number:	727-893-2117	
Web Address:	http://www.perkins-es.pinellas.k12.fl.us	
Email Address:	1471.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	46%			
Minority:	42%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	A	A	B

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

Current School Status

School Information

School-Level Information

School Perkins Elementary School

Principal's name Tony Pleshe E

School Advisory Council chair's name David Baney

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

Name	Title
Tony Pleshe	Principal
Laura Kranzel	Assistant Principal
Catherine Valentine	Guidance Counselor
Cathy Nelson	Speech Pathologist
Mary Chedid	VE Resource Teacher
Jaya Eeten	Technology Specialist
Karen Marinari	Social Worker

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
David Baney, SAC Chair
Tony Pleshe, Principal/Vice Chair
Kristi Shultz, Treasurer
Joel Heller, Secretary

Describe the involvement of the SAC in the development of this school improvement plan
SAC will review previous year data and provide input as to needs and barriers of school.
SAC will suggest strategies to overcome barriers and achieve goals.
The SAC Chair reviews and approves the plan.

Describe the activities of the SAC for the upcoming school year
SAC will coordinate and provide Mad Science to our students both during and after school in support of the Science Goal.
SAC will provide funds for professional development as needed to support achieving the goals identified in the SIP.

Describe the projected use of school improvement funds and include the amount allocated to each project
The Mad Science Program is allotted approximately $2000. The additional funds support out of district training for teachers and staff.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

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

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

Administrators

 # Administrators 3

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

Administrator Information:

Tony Pleshe E

Principal	Years as Administrator: 6	Years at Current School: 4
Credentials	MS Educational Leadership, BS Elementary Education	
Performance Record	A rated 2011, 2012, & 2013	

Laura Kranzel

Asst Principal	Years as Administrator: 5	Years at Current School: 5
Credentials	MS Educational Leadership, BS Elementary Education, ESOL Endorsed	
Performance Record	A rated 2011, 2012, & 2013	

Richard Ninis

Asst Principal	Years as Administrator: 19	Years at Current School: 19
Credentials	MS Educational Leadership, Physical Education grades K-12	
Performance Record	A rated 2011, 2012, & 2013	

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:

Shelley Holder

Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BS Elementary Ed, ESOL Endorsed, Reading Endorsed, Masters in Curriculum and Instruction	
Performance Record	Perkins Elementary 81% of students meeting standards in Reading.	

Classroom Teachers

# of classroom teachers 56
 # receiving effective rating or higher 56, 100%
 # 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. 56, 100%
 # ESOL endorsed 12, 21%
 # reading endorsed 1, 2%
 # with advanced degrees 19, 34%
 # National Board Certified 6, 11%
 # first-year teachers 3, 5%
 # with 1-5 years of experience 3, 5%
 # with 6-14 years of experience 23, 41%
 # with 15 or more years of experience 24, 43%
Education Paraprofessionals
# of paraprofessionals 6
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 6, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals
 # receiving effective rating or higher
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. Perkins Elementary frequently hosts interns, providing an opportunity for future teachers to get a glimpse of what it is like working at Perkins Elementary, while learning what they need for their career as a teacher. Staff Development is provided through Lead the Learning Cadre, Instructional Coaches, and other school personnel in leadership roles. This provides timely and necessary support for staff.
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 Perkins Elementary has a lead mentor that meets with new teachers monthly. Administrators join to support the content and provide logistical or procedural updates and guidance. Mentors are assigned whose job assignments are similar.
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

Facilitator, Catherine Valentine, generates agenda and leads team discussion while data manager/ coaches, Cathy Nelson/Shelley Holder/Tony Pleshe, assist team in accessing and interpreting the data through aggregation and disaggregation as appropriate. The technology specialist, Jaya Eeten, brokers technology necessary for assessments as well as managing and displaying the data. The recorder, Cathy Nelson/Jaya Eeten, documents that content of the meeting, distributes copies to stakeholders and files for future reference. The time keeper, Mary Chedid, helps the team begin and end on time, while adhering to agenda items. The team meets weekly, discusses student progress, interventions and monitors the goals that are set.

Based on current scores, focusing on the data that FCAT provided (34% not proficient in Math) achievement is monitored three times throughout the school year utilizing common assessments.

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

Guidance Counselor, Catherine Valentine, schedules, assigns, and assesses interventions. Speech Pathologist, Cathy Nelson, and VE Resource Teacher, Mary Chedid, provide input regarding intervention choices and student need along with any screening or testing that may or may not be documented on an IEP. Technology Specialist, Jaya Eeten, ensures that appropriate tools are available. Administrators, Laura Kranzel and Tony Pleshe, provide support and scheduling suggestions. Assistant Principal, Laura Kranzel, works with a team comprised of teachers that volunteer to assess SIP data, brainstorm goals and strategies, and create the SIP.

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

The leadership team gathers on a routine basis to evaluate data as well as discuss feasibility of intervention schedules created. Tier one is monitored through common assessment data, tiers two and three are progress monitored using AIMSWEB on a biweekly and weekly basis, respectively.

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)

EDS is used to gather data for the team to review. The data is from FAIR, Common Assessments, behavior and attendance data, as well as teacher input. MTSS monitors the graphs created from the progress monitoring of AIMSWEB, used with tiers two and three.

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

Explanations during SAC meetings as well as Faculty meetings. Protocols are created so that grade-level teams can disaggregate their data and have a clear understanding of their class make-up. This is scheduled to be done three times per year in Data Chats.

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: 2,400

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

Strategy Description
Students have the opportunity to be in Mad Science, Drama, Dance, Piano, World Drumming, Steel Drums, Writing Camp, Math Tutoring, Reading Intervention Groups, and Orchestra outside of the school day. Jan Richardson routines are used with the struggling readers.

How is data collected and analyzed to determine the effectiveness of this strategy?
FCAT data before and after the Science and Writing extended learning is compared to determine growth in those subject areas.

Who is responsible for monitoring implementation of this strategy?
Principal

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

Strategy Description

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Tony Pleshe	Principal
Laura Kranzel	Assistant Principal
Audrey Reali	1st Grade Teacher
Kristi Shultz	2nd Grade Teacher
Kontonia Fowler	3rd Grade Teacher
David Huss	3rd Grade Teacher
Flo Search	5th Grade Teacher
Ilyse Fisher	3rd Grade Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT will help with the implementation of CCSS - providing trainings, serve as teacher models, and support to others. Meetings will be held monthly, one week prior to curriculum meetings to plan for trainings.

What will be the major initiatives of the LLT this year?
Support for implementation of CCSS.

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
Orientation is held for incoming students prior to the beginning of the school year. Readiness skills are emphasized and materials are provided covering a variety of helpful subjects including parenting skills, and what to expect for Kindergarten.

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%	81%	Yes	1%
American Indian		0%		1%
Asian		100%		1%
Black/African American	48%	52%	Yes	1%
Hispanic	76%	75%	No	78%
White	90%	94%	Yes	1%
English language learners		0%		1%
Students with disabilities	47%	50%	Yes	1%
Economically disadvantaged	59%	61%	Yes	1%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	23%	26%
Students scoring at or above Achievement Level 4	151	57%	59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	30	68%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	65	75%	76%
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	73%	66%	No	75%
American Indian		0%		1%
Asian		100%		1%
Black/African American	41%	38%	No	47%
Hispanic	71%	56%	No	74%
White	87%	79%	No	88%
English language learners		0%		1%
Students with disabilities	38%	55%	Yes	1%
Economically disadvantaged	53%	47%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	33%	45%
Students scoring at or above Achievement Level 4	88	33%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	140	80%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	75%	81%

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	28	32%	35%
Students scoring at or above Achievement Level 4	35	40%	55%

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)	5		6
Participation in STEM-related experiences provided for students	180	31%	32%

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	30	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	2	0%	0%
Students who are not proficient in reading by third grade	1	0%	0%
Students who receive two or more behavior referrals	18	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	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

To increase parent involvement in Math by increasing the number of volunteers to work with Sunshine Math Groups.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement in classroom based Math Groups	21	75%	100%

Goals Summary

Goal #1:
To increase the percentage of students at or above achievement level 4 in Science from 40% to 55%.

Goal #2:
Increase the level of Parent involvement in Math tutoring, Sunshine Math.

Goal #3:
Additional MOU Goal - 100% of Black Students will make Learning Gains in Reading and Math.

Goal #4:
To increase the percentage of students scoring 3 or above in Math from 66% to 75%.

Goal #5:
To increase the percentage of Hispanic students scoring 3 or above in Reading from 75% to 78%.

Goal #6:
To increase the percentage of students meeting expectations in Writing from 75% to 76% as measured by FCAT Writing.

Goals Detail

Goal #1:	**To increase the percentage of students at or above achievement level 4 in Science from 40% to 55%.**
Targets Supported	• Science - Elementary School
Resources Available to Support the Goal	• Mad Science During and After School Programs
Targeted Barriers to Achieving the Goal	• Lack of resources and interest

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	**Increase the level of Parent involvement in Math tutoring, Sunshine Math.**
Targets Supported	• Parental Involvement
Resources Available to Support the Goal	• Newsletter, Community Involvement Liaison

Targeted Barriers to Achieving the Goal	• Communication and Time

<center>**Plan to Monitor Progress Toward the Goal**</center>

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	**Additional MOU Goal - 100% of Black Students will make Learning Gains in Reading and Math.**

Targets Supported	• Reading - Learning Gains • Math - Elementary and Middle Learning Gains • Additional Targets
Resources Available to Support the Goal	• CCSS, Go Math, Classroom libraries
Targeted Barriers to Achieving the Goal	• Lack of background knowledge, interest and/or differentiation

<center>**Plan to Monitor Progress Toward the Goal**</center>

Action:
Monitor Assessment Data

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Each Semester

Evidence of Completion:
Look for Progress in Black Student Scores

Goal #4:	**To increase the percentage of students scoring 3 or above in Math from 66% to 75%.**

Targets Supported	• 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	• Go Math Curriculum • Sunshine Math • Staff (instructional and support) • Parents • Volunteers
Targeted Barriers to Achieving the Goal	• Time • Need for remediation

Plan to Monitor Progress Toward the Goal

Action:
Administer Standardized Math Assessment

Person or Persons Responsible:
FL DOE

Target Dates or Schedule:
Spring 2014

Evidence of Completion:
and Evaluate Results.

Goal #5:	**To increase the percentage of Hispanic students scoring 3 or above in Reading from 75% to 78%.**

Targets Supported	• Reading - AMO's • Reading - FCAT2.0
Resources Available to Support the Goal	• ERLM teachers PInellas Vocabulary Project
Targeted Barriers to Achieving the Goal	• Lack of background knowledge and vocabulary hinder comprehension.

Plan to Monitor Progress Toward the Goal

Action:
progress monitor

Person or Persons Responsible:
ERLM teachers

Target Dates or Schedule:
biweekly for tier 2, weekly for tier 3

Evidence of Completion:
report results to Catherine Valentine, Guidance Counselor

Goal #6:	**To increase the percentage of students meeting expectations in Writing from 75% to 76% as measured by FCAT Writing.**

Targets Supported	• Writing
Resources Available to Support the Goal	• Classroom Teachers, Units of Study for Writing, Common Core ELA Standards Training
Targeted Barriers to Achieving the Goal	• Change in Master Scheduling allows less time for specific Writing Instruction

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Goal #1:	To increase the percentage of students at or above achievement level 4 in Science from 40% to 55%.
Barrier #1:	Lack of resources and interest
Strategy #1 to Overcome the Barrier	Students will be provided with Mad Science in school as well as optionally after school (some scholarships available) in addition to their core curriculum instruction in Science.

Step #1 to Implement Strategy #1 - Budget Item

Action:
will schedule and allocate SIP funds for Mad Science Program(s).

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
Participation and FCAT results will be correlated.

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Increase the level of Parent involvement in Math tutoring, Sunshine Math.
Barrier #1:	Communication and Time
Strategy #1 to Overcome the Barrier	Teachers are expected to communicate with the parents of students in their classrooms that a volunteer is needed to run the Sunshine Math Group.

Step #1 to Implement Strategy #1

Action:
monitor the participation of parent volunteers in running Sunshine Math for classrooms

Person or Persons Responsible:
Principal

Target Dates or Schedule:
ongoing

Evidence of Completion:
ensuring that each classroom has at least one Sunshine Math group and Volunteer.

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

Action:
will monitor parent involvement through Focus login information

Person or Persons Responsible:
Family Community Liaison

Target Dates or Schedule:
ongoing

Evidence of Completion
increased number of logins.

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

Action:
monitor progress of student learning gains

Person or Persons Responsible:
Principal

Target Dates or Schedule:
after FCAT Math results come in 2014

Evidence of Completion:
for an increase in achievement level of those that participated in Sunshine Math with a parent volunteer.

Goal #3:	Additional MOU Goal - 100% of Black Students will make Learning Gains in Reading and Math.
Barrier #1:	Lack of background knowledge, interest and/or differentiation
Strategy #1 to Overcome the Barrier	The CCSS allow for integration of materials as well as student choice in reading material. This will assist in increasing the interest level as well as allowing for differentiation in instruction.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Walk Through Classrooms, Observations

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Differentiation, Small Group Instruction in classrooms

Facilitator:
Learning Specialists and LLC

Participants:
Administrators

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

Action:
Provide Training in CCSS

Person or Persons Responsible:
LLC and Learning Specialist

Target Dates or Schedule:
Monthly

Evidence of Completion
Monitor Attendance and Implementation by Teachers

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

Action:
Analyze FCAT Learning Gains in Reading and Math

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Summer of 2014

Evidence of Completion:
Determine if 100% of Black Students Make Learning Gains.

Action Step(s) Missing for Goal #4, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #4, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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

Action:
for students to receive additional instruction during and/or outside of the school day.

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
schedule intervention services and coordinate with parents

Evidence of Completion
Student attendance as well as attendance of the adult providing support documented.

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

Action:
will assess progress monitoring data

Person or Persons Responsible:
Catherine Valentine, Guidance Counselor,

Target Dates or Schedule:
each grading period,

Evidence of Completion:
and will present it to the SBLT.

Goal #6:	To increase the percentage of students meeting expectations in Writing from 75% to 76% as measured by FCAT Writing.
Barrier #1:	Change in Master Scheduling allows less time for specific Writing Instruction
Strategy #1 to Overcome the Barrier	Flexible scheduling for teachers allow for "Writer's Camp", which provides additional instruction in Writing outside of the regular school day.

Step #1 to Implement Strategy #1

Action:
invite selected students to participate and track attendance of those participating

Person or Persons Responsible:
4th Grade Teachers

Target Dates or Schedule:
after initial writing assessment time during school hours

Evidence of Completion:
compare writing scores of those participating in the camp before and after attending

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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 #3: Additional MOU Goal - 100% of Black Students will make Learning Gains in Reading and Math.

Barrier #1: Lack of background knowledge, interest and/or differentiation

Strategy #1: The CCSS allow for integration of materials as well as student choice in reading material. This will assist in increasing the interest level as well as allowing for differentiation in instruction.

Action Step #1: Walk Through Classrooms, Observations

Facilitator leader
Learning Specialists and LLC

Participants
Administrators

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Differentiation, Small Group Instruction in classrooms
(Person Responsible: Administrators)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #1	To increase the percentage of students at or above achievement level 4 in Science from 40% to 55%.	$2,000
	Total	$2,000

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
SIP	$2,000	$2,000
Total	$2,000	$2,000

Budget Detail

Goal #1: To increase the percentage of students at or above achievement level 4 in Science from 40% to 55%.

Barrier #1: Lack of resources and interest

Strategy #1: Students will be provided with Mad Science in school as well as optionally after school (some scholarships available) in addition to their core curriculum instruction in Science.

Action Step #1: will schedule and allocate SIP funds for Mad Science Program(s).

Resource Type	Evidence-Based Program
Resource	Mad Science Program
Funding Source	SIP
Amount Needed	$2,000