## FLORIDA DEPARTMENT OF EDUCATION
### 2013-2014 SCHOOL IMPROVEMENT PLAN

**School:** 3391 - Pinellas Park Elementary School  
**District:** 52 - Pinellas  
**Principal:** Lisa Freeman  
**SAC Chair:** Alli Young  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** [pending]  
**Last Modified on:** 10/31/2013

<table>
<thead>
<tr>
<th>Address:</th>
<th>Physical</th>
<th>Mailing</th>
</tr>
</thead>
</table>
|          | 7520 52ND ST N  
Pinellas Park, FL 33781 | 7520 52ND ST N  
Pinellas Park, FL 33781 |

| Phone Number: | 727-547-7888 |
| Web Address: | http://www.pp-es.pinellas.k12.fl.us |
| Email Address: | 3391.principal@pcsb.org |

<table>
<thead>
<tr>
<th>School Type:</th>
<th>Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative:</td>
<td>No</td>
</tr>
<tr>
<td>Charter:</td>
<td>No</td>
</tr>
<tr>
<td>Title I:</td>
<td>Yes</td>
</tr>
<tr>
<td>Free/Reduced Lunch:</td>
<td>86%</td>
</tr>
<tr>
<td>Minority:</td>
<td>48%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Grade History:</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>D</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

**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** Pinellas Park Elementary Schl

**Principal's name** Lisa Freeman

**School Advisory Council chair's name** Alli Young

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Freeman</td>
<td>Principal</td>
</tr>
<tr>
<td>Karen Vargus</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Laura Johnson</td>
<td>VE Teacher (ESE Team Leader)</td>
</tr>
<tr>
<td>Mary Toston</td>
<td>Behavior Specialist</td>
</tr>
<tr>
<td>Dr. Clarissa Hucknall</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Joan Procida</td>
<td>MTSS/RTI Coach</td>
</tr>
<tr>
<td>Mercedes Zuloaga</td>
<td>ESOL Teacher</td>
</tr>
<tr>
<td>Kathy Beauregard</td>
<td>Reading Coach</td>
</tr>
<tr>
<td>Zack Hill</td>
<td>Math Coach</td>
</tr>
<tr>
<td>Beth Kelzer</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Kahlilah Dawkins</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Chanda Spanfelner</td>
<td>Diagnostician</td>
</tr>
<tr>
<td>Hannah Hayworth</td>
<td>CED</td>
</tr>
<tr>
<td>Johnetta Haugabrook</td>
<td>Area 2 (MTSS/RTI support)</td>
</tr>
</tbody>
</table>

### District-Level Information

**District** Pinellas

**Superintendent's name** Dr. Michael A Grego

**Date of school board approval of SIP** Pending

### School Advisory Council (SAC)

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

#### Describe the membership of the SAC including position titles

- Lisa Freeman, Principal
- Karen Vargus, Assistant Principal
- Alli Young, SAC Chair
- Donnie Ganong, Community Partner

#### Describe the involvement of the SAC in the development of this school improvement plan

Review and monitor the SIP, monitor safety plan and help Principal make decisions regarding school operations.

#### Describe the activities of the SAC for the upcoming school year
SAC president is making attempts to build the SAC membership by speaking to and inviting parents to join. Our community partner is providing transportation from a central location for parents who can't attend events due to transportation issues.

Describe the projected use of school improvement funds and include the amount allocated to each project
$2,637.20 is the amount allocated for our SIP budget. Projected use of funds will be determined by the SAC committee members.

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
Not In Compliance

If no, describe the measures being taken to comply with SAC requirements
SAC president will have a table set up at Open House in an attempt to recruit parents for SAC. She will be providing information as to the purpose of SAC.

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**

<table>
<thead>
<tr>
<th># Administrators</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td># Receiving Effective rating or higher</td>
<td>(not entered because basis is &lt; 10)</td>
</tr>
</tbody>
</table>

**Administrator Information:**

**Lisa Freeman**
Principal

| Years as Administrator: 8 | Years at Current School: 0 |

**Credentials**
Masters in Educational Leadership

**Performance Record**
Has maintained an "A" at Cypress Woods every year she has been an administrator at the school. Percentage of students making satisfactory progress or higher in Reading 83% and in Math 75%.

**Karen Vargus**
Asst Principal

| Years as Administrator: 6 | Years at Current School: 0 |

**Credentials**
Masters in Educational Leadership

**Performance Record**
San Jose 2011-2012: Grade B, 2012-2013. 1012-2013 Grade C. Percentage of students making satisfactory progress or higher in Reading 58% and in Math 52%.

**Instructional Coaches**

<table>
<thead>
<tr>
<th># Instructional Coaches</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td># Receiving Effective rating or higher</td>
<td>(not entered because basis is &lt; 10)</td>
</tr>
</tbody>
</table>

**Instructional Coach Information:**
<table>
<thead>
<tr>
<th></th>
<th>Areas</th>
<th>Credentials</th>
<th>Performance Record</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kathy Beauregard</strong></td>
<td>Reading/Literacy</td>
<td>Masters in Educational Leadership</td>
<td>2012-2013 2nd grade teacher at Fuguitt which was a &quot;B&quot; school. 2011-2012 2nd grade teacher at Oldsmar which was a &quot;B&quot; school.</td>
</tr>
<tr>
<td><strong>Douglas Hill</strong></td>
<td>Mathematics</td>
<td>Masters in Curriculum and Instruction B.S. in Elementary Education w/ ESOL Endorsement</td>
<td>Letter grades for the last 3 years while at Lealman: 2013 – D 2012 – C 2011 – C</td>
</tr>
<tr>
<td><strong>Joan Procida</strong></td>
<td>Rtl/MTSS</td>
<td>Masters in Education</td>
<td>Pinellas Park Elementary 2012-2013 Grade &quot;F&quot;, Percentage of students making satisfactory progress or higher in Reading 39% and in Math 29%. 2011-2012 Grade &quot;D&quot;, Percentage of students making satisfactory progress or higher in Reading 41% and in Math 22%</td>
</tr>
</tbody>
</table>

**Classroom Teachers**

- # of classroom teachers 63
- # receiving effective rating or higher 0%
- # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%
- # certified in-field, pursuant to Section 1012.2315(2), F.S. 63, 100%
- # ESOL endorsed 25, 40%
- # reading endorsed 3, 5%
- # with advanced degrees 16, 25%
- # National Board Certified 3, 5%
- # first-year teachers 6, 10%
- # with 1-5 years of experience 8, 13%
- # with 6-14 years of experience 23, 37%
# with 15 or more years of experience 26, 41%

Education Paraprofessionals

# of paraprofessionals 1

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

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 4

# 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.

Hires are based on recommendations from department supervisors, other administrators from struggling schools and/or work experience under an administrator in the past.

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

Regular, scheduled meetings with new teachers. Prior to the start of school all new hires are given training, reviewing policies, introducing guidelines, and reviewing strategies and best practices. Assigned to EDGE mentor and also a mentor within their grade level team.

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

SBLT will meet weekly (aiming for Monday, if all necessary personnel are on site.) Focus will rotate between math/science, ELA, and behavior.

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 the agenda and leads the discussions
Data Manager - assists team in accessing and interpreting (aggregating/disaggregating) the data
Recorder/Note Taker- documents meeting content and disseminates to team members in a timely manner and keeps a binder.
Time Keeper - helps team begin on time and stay on track with the agenda.

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

The SBLT will be responsible for managing and coordinating these 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 team will use baseline data and progress monitoring from the Educational Data System (EDS), the Florida Assessment for Instruction in Reading (FAIR), Pinellas Classroom Assessments, and FCAT. In addition, data may be collected through classroom observation, attendance and disciplinary data, report cards, behavior logs and student work samples.

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

PLCs will be utilized by the SBLT team to collaborate with teachers on how to align RTI implementation with FAIR and common assessment data. Professional development was provided to staff on how to administer running records and analyzing running records along with guided reading training. Previously teachers were provided professional development on how to administer DIBELS next probes to Tier 2 students. Grade levels are required to collect and monitor baseline data for behavior in their Green RTI folders. The folders will be collected multiple times throughout the year to help guide the MTSS leadership team in making critical decisions on behavioral supports that are implemented in the classroom and Tier progression. SBLT will review trend data monthly to determine if interventions are successful.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(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:

<table>
<thead>
<tr>
<th>Strategy: Before or After School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes added to school year: 8,640</td>
</tr>
</tbody>
</table>

**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**

Based on summative data, the extended day will include Science Camp and ST Math instructional program will be used to further support the learning needs of students.

Extended ELA Plan:

Collaborative planning will be built into weekly schedules. The expectation is that collaborative lesson planning occurs once a week during the 50 minute PE block. Team leaders will submit the day of the week the team chooses. Once a schedule is submitted Reading and Math coaches will design a schedule to participate in grade level collaborative planning. Professional development: intermediate teachers will focus on Guided Reading Routine (this will promote a common language, common focus and non-negotiables for interventions). Primary teachers will focus on administering and analyzing running records. Book Study with Jan Richardson’s Guided Reading. Fidelity checks will be implemented after administration, and RTI/MTSS coach are trained. Reading Coach will begin modeling Guided Reading with third grade and create a rotation schedule. Core instruction will be monitored by Administration and Reading Coach every 3 weeks.

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

Data collection will be done through student assessment data and surveys.

Who is responsible for monitoring implementation of this strategy?

Site-based leadership team will be responsible for monitoring implementation of these strategies.
Names and position titles of the members of the school-based LLT

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Freeman</td>
<td>Principal</td>
</tr>
<tr>
<td>Karen Vargus</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Jenn Kelley</td>
<td>Kindergarten Team Leader</td>
</tr>
<tr>
<td>Dale Snyder</td>
<td>1st Grade Team Leader</td>
</tr>
<tr>
<td>Dan Morgan</td>
<td>2nd Grade Team Leader</td>
</tr>
<tr>
<td>Christy Russo</td>
<td>3rd Grade Team Leader</td>
</tr>
<tr>
<td>Kiki Kallas</td>
<td>4th Grade Team Leader</td>
</tr>
<tr>
<td>Barbara Hart</td>
<td>5th Grade Team Leader</td>
</tr>
<tr>
<td>Laura Johnson</td>
<td>ESE Team Leader</td>
</tr>
</tbody>
</table>

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

Literacy Leadership Teams create a capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Ensuring that text complexity, along with close reading and rereading of texts is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State standards for Literacy in Social Studies, 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 in Social Studies, Science and Technical Subjects.

Every Teacher Contributes to Reading Instruction

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

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).
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the school incorporate applied and integrated courses to help</td>
</tr>
<tr>
<td>students see the relationships between subjects and relevance to their</td>
</tr>
<tr>
<td>future?</td>
</tr>
<tr>
<td>How does the school promote academic and career planning, including</td>
</tr>
<tr>
<td>advising on course selections, so that each student's course of study</td>
</tr>
<tr>
<td>is personally meaningful?</td>
</tr>
<tr>
<td>Describe strategies for improving student readiness for the public</td>
</tr>
<tr>
<td>postsecondary level based on annual analysis of the High School</td>
</tr>
<tr>
<td>Feedback Report, which is maintained by the Department of Education,</td>
</tr>
<tr>
<td>pursuant to Rule 6A-10.038, F.A.C</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>58%</td>
<td>39%</td>
<td>No</td>
<td>62%</td>
</tr>
<tr>
<td>American Indian</td>
<td>62%</td>
<td>44%</td>
<td>No</td>
<td>66%</td>
</tr>
<tr>
<td>Asian</td>
<td>62%</td>
<td>44%</td>
<td>No</td>
<td>66%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>49%</td>
<td>24%</td>
<td>No</td>
<td>54%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52%</td>
<td>38%</td>
<td>No</td>
<td>57%</td>
</tr>
<tr>
<td>White</td>
<td>59%</td>
<td>42%</td>
<td>No</td>
<td>63%</td>
</tr>
<tr>
<td>English language learners</td>
<td>46%</td>
<td>35%</td>
<td>Yes</td>
<td>51%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>30%</td>
<td>19%</td>
<td>No</td>
<td>37%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>54%</td>
<td>33%</td>
<td>No</td>
<td>59%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>66</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>42</td>
<td>15%</td>
<td>24%</td>
</tr>
</tbody>
</table>

**Florida Alternate Assessment (FAA)**

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Gains**

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students making learning gains (FCAT 2.0 and FAA)</td>
<td>55</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0)</td>
<td>58</td>
<td>21%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Comprehensive English Language Learning Assessment (CELLA)**

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>47</td>
<td>53%</td>
<td>65%</td>
</tr>
<tr>
<td>Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)</td>
<td>26</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)</td>
<td>26</td>
<td>29%</td>
<td>50%</td>
</tr>
</tbody>
</table>
## Postsecondary Readiness

<table>
<thead>
<tr>
<th>2012 Actual #</th>
<th>2012 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-time graduates scoring &quot;college ready&quot; on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Area 2: Writing

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>26%</td>
<td>50%</td>
</tr>
<tr>
<td>Florida Alternate Assessment (FAA) Students scoring at or above Level 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>43%</td>
<td>29%</td>
<td>No</td>
<td>49%</td>
</tr>
<tr>
<td>American Indian</td>
<td>58%</td>
<td>56%</td>
<td>Yes</td>
<td>62%</td>
</tr>
<tr>
<td>Asian</td>
<td>38%</td>
<td>9%</td>
<td>No</td>
<td>45%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>36%</td>
<td>23%</td>
<td>No</td>
<td>42%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43%</td>
<td>29%</td>
<td>No</td>
<td>48%</td>
</tr>
<tr>
<td>White</td>
<td>33%</td>
<td>24%</td>
<td>Yes</td>
<td>39%</td>
</tr>
<tr>
<td>English language learners</td>
<td>30%</td>
<td>11%</td>
<td>No</td>
<td>37%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>40%</td>
<td>24%</td>
<td>No</td>
<td>46%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>58</td>
<td>21%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>21</td>
<td>8%</td>
</tr>
</tbody>
</table>

### Learning Gains

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Gains</td>
<td>54</td>
<td>19%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0 and EOC)</td>
<td>73</td>
<td>27%</td>
</tr>
</tbody>
</table>

## Area 4: Science

### Elementary School Science
**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>12</td>
<td>14%</td>
<td>45%</td>
</tr>
<tr>
<td>Level 4</td>
<td>[data excluded for privacy reasons]</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

**Florida Alternate Assessment (FAA)**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4, 5, 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**All Levels**

<table>
<thead>
<tr>
<th>Experience</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td># of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in STEM-related experiences provided for students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Area 8: Early Warning Systems**

**Elementary School Indicators**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who miss 10 percent or more of available instructional time</td>
<td>83</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>Students retained, pursuant to s. 1008.25, F.S.</td>
<td>31</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Students who are not proficient in reading by third grade</td>
<td>60</td>
<td>69%</td>
<td>40%</td>
</tr>
<tr>
<td>Students who receive two or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.</td>
<td>49</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Students who receive one or more behavior referrals</td>
<td>139</td>
<td>26%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**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**

The leadership and staff at Pinellas Park Elementary School offers parent-conferences on a schedule designed to help accommodate parents. Additional communications will occur at our Open House/Meet the Teacher and through our school newsletter. We are currently working on our PTA and SAC monthly meeting schedule to further involve parents in our school community.

All parents were given surveys at the end of the school year seeking their input on activities, trainings & materials they needed to help their child. Results of parent surveys were reviewed by the SAC to determine needed changes in the PIP (Parental Involvement Plan) and SIP. During the SAC meeting when the PIP was developed the parents/SAC will have input in how the funds are used. Initial communication begins at the Annual Title 1 Meeting for parents (Aug. 29, 2013). They will be presented with school-wide Title 1 programs and its events, how to schedule parents conference, opportunities for participation in decisions related to the education of their child. Parents will receive a copy of the Parent Right to Know.
Compacts will be distributed prior to Sept. 9 and reviewed with parent, teacher & student. After each event parents receive a survey, the school Parental Involvement Committee reviews & share the information with staff.

PPE has an Executive PASS partnership with Martz Group. This year Martz Group transported families to & from the Title I Annual Parent Meeting.

Finally, the Title I parent Involvement allocation is $4,688.22.

### Specific Parental Involvement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of parents involved in PTA and SAC.</td>
<td>UNK</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Area 10: Additional Targets

#### Description of additional targets

### Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
**Goals Summary**

**Goal #1:**
Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.

**Goal #2:**
Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades

**Goal #3:**
Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%

**Goal #4:**
Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben

**Goal #5:**
Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45%. Improve the use of formative assessments K-5th to ensure mastery of the taught standards.

**Goals Detail**

| Goal #1: Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets. |

**Targets Supported**
- Reading
- Reading - FCAT2.0
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle FCAT 2.0

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**
- Lack of differentiated instruction
- Lack of student engagement
# Plan to Monitor Progress Toward the Goal

**Action:**
Monitor that teachers are...

- Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies: used to engage and scaffold learning. Teachers provides specific feedback: design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

**Person or Persons Responsible:**
SBLT/coaches

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson Plans & Walk-through

### Goal #2:

**Reading:** Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades

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

**Resources Available to Support the Goal**
- Full-time reading coach, LLI Teacher, Hourly Teachers (4), Intervention block, Ticket to Read, ESOL Teacher
- Literacy coach and professional development.
- Literacy coach, professional development - i.e., effective use of formative assessment.

**Targeted Barriers to Achieving the Goal**
- Professional development, curriculum resources, and progress monitoring
- Effective use of common planning time.

---

**Plan to Monitor Progress Toward the Goal**

**Action:**
Data chats with each grade level to review data and progress of students.

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
Every 4 weeks

**Evidence of Completion:**
Improvement in data for all students.

### Goal #3:

**Writing:** Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%
<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Available to Support the Goal</td>
<td>- Reading coach, grade level common core resource package,</td>
</tr>
<tr>
<td>Targeted Barriers to Achieving the Goal</td>
<td>- common core writing in response to text, professional development</td>
</tr>
</tbody>
</table>

**Plan to Monitor Progress Toward the Goal**

**Action:**
implementation of writing to text

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
weekly

**Evidence of Completion:**
walk throughs and data analysis after common assessments

**Goal #4:** Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of benef

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Math - Elementary and Middle School</td>
</tr>
<tr>
<td></td>
<td>- Math - Elementary and Middle AMO's</td>
</tr>
<tr>
<td></td>
<td>- Math - Elementary and Middle FCAT 2.0</td>
</tr>
<tr>
<td></td>
<td>- Math - Elementary and Middle Learning Gains</td>
</tr>
</tbody>
</table>

| Resources Available to Support the Goal | Math coach, STMath, FCAT explorer/Focus, manipulatives, math professional library, ELP/Math camp, Destination math, curriculum/content guides, "Unpacking" Documents (moodle), MFAS, Illustrative Mathematics Tasks, MFAS Modules |

<table>
<thead>
<tr>
<th>Targeted Barriers to Achieving the Goal</th>
<th>Effective use of common planning time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Practice</td>
</tr>
</tbody>
</table>
Plan to Monitor Progress Toward the Goal

**Action:**
Monitor use of formative assessments

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
After assessments are given

**Evidence of Completion:**
walk throughs, item analysis and regrouping information along with progress monitoring

---

**Goal #5:**
Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45%

**Improves the use of formative assessments K-5th to ensure mastery of the taught standards.**

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

**Resources Available to Support the Goal**
- STEM lab for 3rd-5th grade, Science lab materials, small group sets of science books, Professional Development for STEM lab 3rd-5th, Field Trips (2nd, 3rd, 4th and 5th Science Center; 4th Sawgrass Lake Park, K- Lowrey Park Zoo)

**Targeted Barriers to Achieving the Goal**
- No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning

---

Plan to Monitor Progress Toward the Goal

**Action:**
Monitor that teachers are completing the professional development that is being provided to teachers by the science department.

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
After each training session.

**Evidence of Completion:**
Professional development completion information from LMS moodle.

---

**Action Plan for Improvement**
<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1:</td>
<td>Lack of differentiated instruction</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Differentiate instruction through the formative assessment process.</td>
</tr>
</tbody>
</table>

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

**Action:**
Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies: used to engage and scaffold learning. Teachers provides specific feedback: design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

**Person or Persons Responsible:**
SBLT/Coaches

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson Plans & Walk-through

**Facilitator:**
Cultural Competency

**Participants:**
SBLT/Coaches

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

**Action:**
Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies are used to engage and scaffold learning. Teachers provides specific feedback design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

**Person or Persons Responsible:**
SBLT/coaches

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Lesson Plans & Walk through
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

**Action:**
Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies are used to engage and scaffold learning. Teachers provide specific feedback design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

**Person or Persons Responsible:**
SBLT/coaches

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Lesson Plans & Walk through

---

| Goal #1: Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets. |
| Barrier #2: Lack of student engagement |
| Strategy #1 to Overcome the Barrier: Positive behavior supports are in place in the form of an effective school-wide behavior plan |

---

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

**Action:**
Ensure implementation positive behavior supports identified in the school-wide behavior plan; and instructional and behavioral expectations are clearly defined.

**Person or Persons Responsible:**
SBLT/MTSS

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
decrease in the number of infraction data related to lack of student engagement

---

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

**Action:**
Expectations are taught and reviewed with all students

**Person or Persons Responsible:**
SBLT/MTSS

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
classroom management plan and infraction data
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

**Action:**
Expectations are taught and reviewed with all students

**Person or Persons Responsible:**
MTSS/SBLT

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
classroom management plan and infraction data

<table>
<thead>
<tr>
<th>Goal #2:</th>
<th>Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1:</td>
<td>Professional development, curriculum resources, and progress monitoring</td>
</tr>
<tr>
<td>Strategy #1 to</td>
<td>Professional development on Jan Richardson's Guided Reading, Curriculum Resources</td>
</tr>
<tr>
<td>Overcome the</td>
<td></td>
</tr>
<tr>
<td>Barrier</td>
<td></td>
</tr>
</tbody>
</table>

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

**Action:**
Meet with administration to plan professional development for staff and open components

**Person or Persons Responsible:**
Pro Ed Facilitator

**Target Dates or Schedule:**
Pre-School

**Evidence of Completion:**
Sign in sheets and closure of components

**Step #2 to Implement Strategy #1**

**Action:**
Conduct walk throughs and provide teachers with feedback

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Complete implementation trend sheets and send e-mail with feedback to grade level teams. Explain expectations and then inspect.
Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

**Action:**
Monitor classroom teachers through walk-throughs and provide timely feedback that will assist in providing appropriate professional development.

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Complete implementation trend sheets and file. Send e-mail to grade level team with feedback, formative data chats and expectations, then continue to inspect.

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

**Action:**
Effectiveness will be monitored through student work: review running records.

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Use grade level running record progress chart to receipt data, district/teacher-developed progress monitoring tools and graphs for visual summaries.

---

**Goal #2:**
Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades

**Barrier #2:**
Effective use of common planning time.

**Strategy #1 to Overcome the Barrier**
Establish routine and clear goals for common planning time

---

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

**Action:**
Team leaders will provide a common planning schedule.

**Person or Persons Responsible:**
Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Completed calendar
Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

**Action:**
Provide a monthly attendance calendar, email reminders, etc.

**Person or Persons Responsible:**
Literacy Coach

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
Teacher participation

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

**Action:**
Classroom walk-throughs, planning sessions, etc.

**Person or Persons Responsible:**
Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Teacher plans

<table>
<thead>
<tr>
<th>Goal #2:</th>
<th>Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Effective use of common planning time.</td>
</tr>
<tr>
<td>Strategy #2 to Overcome the Barrier</td>
<td>Facilitation during common planning to ensure alignment to core.</td>
</tr>
</tbody>
</table>

Step #1 to Implement Strategy #2

**Action:**
Unpack Module and align to classroom instruction.

**Person or Persons Responsible:**
Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Learning goals should be posted and aligned.
Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #2

Action:
Classroom walk-throughs, implementation guides, co-teach and teacher-observation feedback.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Reading journals, observation tool, etc.

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

Action:
Classroom walk-throughs, implementation guides, co-teach and teacher-observation feedback.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Journals, student-feedback, classroom constructs, etc.

Goal #2:
Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades

Barrier #2:
Effective use of common planning time.

Strategy #3 to Overcome the Barrier
Ensure coaching cycle is built upon planning.

Step #1 to Implement Strategy #3

Action:
Classroom walk-throughs, implementation guides, co-teach and teacher-observation feedback.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Reading journals, observation tool, etc.
### Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #2

**Action:**
Coaching cycle (logs and weekly debrief), observation tools, and guide sheets.

**Person or Persons Responsible:**
SBLT and Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Student data - i.e., journals and classroom constructs.

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

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

---

<table>
<thead>
<tr>
<th>Goal #2:</th>
<th>Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Effective use of common planning time.</td>
</tr>
<tr>
<td>Strategy #4 to Overcome the Barrier</td>
<td>Examine student work during common planning.</td>
</tr>
</tbody>
</table>

---

### Step #1 to Implement Strategy #4 - PD Opportunity

**Action:**
Readers notebooks, student work/rubrics, etc.

**Person or Persons Responsible:**
SBLT and Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Reading journals, observation tool, etc.

**Facilitator:**
Kathy Beauregard Online learning modules: CPALMS, FLRTI

**Participants:**
SBLT and Literacy Coach
Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #2 to Goal #2

**Action:**
Teacher and content progression, data collection summaries, etc.

**Person or Persons Responsible:**
SBLT and Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Reading journals, observation tool, classroom constructs, etc.

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

**Action:**
Teacher and content progression, data collection summaries, etc.

**Person or Persons Responsible:**
SBLT and Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Student work and classroom constructs.

<table>
<thead>
<tr>
<th>Goal #2:</th>
<th>Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Effective use of common planning time.</td>
</tr>
<tr>
<td>Strategy #5 to Overcome the Barrier</td>
<td>Develop process to train teachers on providing teacher-specific feedback.</td>
</tr>
</tbody>
</table>

**Step #1 to Implement Strategy #5 - PD Opportunity**

**Action:**
Train teachers to collect evidence from learning tasks and provide teacher-specific feedback in where students are in the learning.

**Person or Persons Responsible:**
SBLT and Literacy Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
Student work - i.e., rubrics, exemplars, etc.

**Facilitator:**
Kath Beauregard

**Participants:**
SBLT and Literacy Coach
Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #2 to Goal #2

Action:
Teacher and content progression, data collection summaries, etc.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Reading journals, observation tool, classroom constructs, etc.

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

Action:
Teacher and content progression, data collection summaries, etc.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Reading journals, observation tool, classroom constructs, etc.

Goal #3:
Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%

Barrier #1:
common core writing in response to text, professional development

Strategy #1 to Overcome the Barrier
Reading coach to provide professional development to build an understanding of the common core shift in writing

Step #1 to Implement Strategy #1

Action:
monitor implementation of writing within the common core

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
weekly

Evidence of Completion:
walk throughs/feedback, lesson plans
Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

**Action:**
implementation of writing in response to text

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
weekly

**Evidence of Completion**
data analysis of common assessments, walk throughs/feedback

---

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

**Action:**
Implementation of writing within reading block

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
weekly

**Evidence of Completion:**
walk throughs/feedback, expectations and inspect

---

<table>
<thead>
<tr>
<th>Goal #3: Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1: common core writing in response to text, professional development</td>
</tr>
<tr>
<td>Strategy #2 to Overcome the Barrier 4th grade teachers will attend Core Connections</td>
</tr>
</tbody>
</table>

---

Step #1 to Implement Strategy #2 - PD Opportunity

**Action:**
Provide support to help teachers increase students’ comprehension of using a variety of text-based strategies

**Person or Persons Responsible:**
SBLT/Litracy Coach/District Content Specialist

**Target Dates or Schedule:**
4 Full-day session

**Evidence of Completion:**
reading journals analysis of student work

**Facilitator:**
Tracie Bergman

**Participants:**
SBLT/Litracy Coach/District Content Specialist
### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #3

**Action:**
Classroom walk-throughs, common planning, coaching cycle, etc.

**Person or Persons Responsible:**
SBLT/Litracy Coach/District Content Specialist

**Target Dates or Schedule:**
Monthly

**Evidence of Completion**
reading journals analysis of student work

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

**Action:**
Classroom walk-throughs, common planning, coaching cycle, etc.

**Person or Persons Responsible:**
SBLT/Litracy Coach/District Content Specialist

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
reading journals analysis of student work

### Goal #4:
Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben

### Barrier #1:
Effective use of common planning time.

### Strategy #1 to Overcome the Barrier
Unpack standards during common planning time.

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

**Action:**
Using "unpacking" documents to generate learning goals from standards

**Person or Persons Responsible:**
Math coach and teachers

**Target Dates or Schedule:**
prior to each unit

**Evidence of Completion:**
"unpacking" docs w/lesson plans and walk-through data

**Facilitator:**
Douglas Hill

**Participants:**
Math coach and teachers
Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

**Action:**
Grade level summary of common planning time for standards examined and learning goals generated

**Person or Persons Responsible:**
SBLT/math Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Administration and math supervisor will examine coaching log for common planning time

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

**Action:**
Walk-through to monitor using the implementation guide which includes the 8 mathematical practices.

**Person or Persons Responsible:**
SBLT/Math Coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
best practices

<table>
<thead>
<tr>
<th>Goal #4: Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1: Effective use of common planning time.</td>
</tr>
<tr>
<td>Strategy #2 to Overcome the Barrier: Align instruction to math standards.</td>
</tr>
</tbody>
</table>

Step #1 to Implement Strategy #2 - PD Opportunity

**Action:**
Use common planning and PLC’s to ensure lesson plans are benchmark aligned

**Person or Persons Responsible:**
Math Coach and teacher

**Target Dates or Schedule:**
prior to each unit

**Evidence of Completion:**
walk-through data and lesson plans

**Facilitator:**
Douglas Hill

**Participants:**
Math Coach and teacher
Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4

**Action:**
Walk-through to monitor instruction for benchmark alignment.

**Person or Persons Responsible:**
Math coach and SBLT

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Administration and math coach will examine lesson plans.

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

**Action:**
Examine student work during PLC’s and common planning

**Person or Persons Responsible:**
Teachers and math coach

**Target Dates or Schedule:**
weekly

**Evidence of Completion:**
progression in student understanding

| Goal #4: | Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben |
| Barrier #1: | Effective use of common planning time. |
| Strategy #3 to Overcome the Barrier | Examining exemplary lesson as a framework for instruction. |

Step #1 to Implement Strategy #3

**Action:**
Examine exemplar lessons as a framework for instruction

**Person or Persons Responsible:**
Math Coach and teacher

**Target Dates or Schedule:**
prior to each unit

**Evidence of Completion:**
walk-through data and lesson plans
Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #4

**Action:**
Walk-through to monitor best practices using the implementation guide which includes the 8 mathematical practices.

**Person or Persons Responsible:**
SBLT/math coach

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
Administration and math supervisor will examine coaching log for evidence of best practices.

---

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

**Action:**
Examine student work at PLC's and common planning times

**Person or Persons Responsible:**
Math coach and teachers

**Target Dates or Schedule:**
Weekly

**Evidence of Completion:**
student understanding

---

**Goal #4:**
Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben

**Barrier #2:**
Instructional Practice

**Strategy #1 to Overcome the Barrier**
Utilize MFAS Modules to introduce formative assessment process.

---

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

**Action:**
Using MFAS Modules to introduce formative assessment process.

**Person or Persons Responsible:**
math coach

**Target Dates or Schedule:**
during PLC's

**Evidence of Completion:**
data collected during formative assessment cycle
### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

**Action:**
coaching cycle

**Person or Persons Responsible:**
math coach

**Target Dates or Schedule:**
weekly

**Evidence of Completion**
data collected during formative assessment cycle

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

**Action:**
classroom observation and debriefs

**Person or Persons Responsible:**
math coach

**Target Dates or Schedule:**
weekly

**Evidence of Completion:**
data collected during formative assessment cycle

<table>
<thead>
<tr>
<th>Goal #4:</th>
<th>Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Instructional Practice</td>
</tr>
<tr>
<td>Strategy #2 to Overcome the Barrier</td>
<td>Utilize MFAS and Illustrative Mathematics website for formative assessment resource.</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #2

**Action:**
Utilize MFAS and Illustrative Mathematics website as formative assessment resource.

**Person or Persons Responsible:**
math coach and teachers

**Target Dates or Schedule:**
during PLC's

**Evidence of Completion:**
lesson plans that reflect differentiated instruction and walk through data
Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #4

**Action:**
coaching cycle

**Person or Persons Responsible:**
math coach

**Target Dates or Schedule:**
weekly

**Evidence of Completion**
data collected during formative assessment cycle

---

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

**Action:**
classroom observation and debriefs

**Person or Persons Responsible:**
math coach and teachers

**Target Dates or Schedule:**
During PLC’s

**Evidence of Completion:**
data collected during formative assessment cycle

---

**Goal #4:**
Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben

**Barrier #2:**
Instructional Practice

**Strategy #3 to Overcome the Barrier**
Utilize coaching cycle to increase best practice in instructional delivery.

---

Step #1 to Implement Strategy #3

**Action:**
Repetitive coaching cycle to increase best practices in instructional delivery

**Person or Persons Responsible:**
math coach and teachers

**Target Dates or Schedule:**
various and ongoing

**Evidence of Completion:**
lesson plans, walk-through data, coaching logs
Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #4

**Action:**
coaching cycle

**Person or Persons Responsible:**
math coach

**Target Dates or Schedule:**
weekly

**Evidence of Completion**
data collected during formative assessment cycle

---

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #4

**Action:**
classroom observations and debriefs

**Person or Persons Responsible:**
math coach and teachers

**Target Dates or Schedule:**
during PLC’s

**Evidence of Completion:**
data collected during formative assessment cycle

---

**Goal #5:**
Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.

**Barrier #1:**
No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning

**Strategy #1 to Overcome the Barrier**
Planning, scheduling and implementing (curriculum calendar, professional development, PLC’s for data analysis, data chats for common assessments and formative assessments, common planning time)

---

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

**Action:**
Schedule and implement data chats after common assessments

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
3 times a year after common assessments are administered

**Evidence of Completion:**
Data provided to teachers, minutes from data chats with next steps documented
Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

**Action:**
Monitor the use of formative assessments and common assessments. Ensure teachers know how to use the data analysis to determine areas of deficiencies.

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
After assessment cycles

**Evidence of Completion**
PLC meeting minutes to document next steps. Walk throughs with feedback.

---

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

**Action:**
Set up schedule for STEM lab. Hold data chats, implement common planning time

**Person or Persons Responsible:**
Administration

**Target Dates or Schedule:**
weekly

**Evidence of Completion:**
walk throughs and feedback.

---

**Goal #5:**
Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.

**Barrier #1:**
No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning

**Strategy #2 to Overcome the Barrier**
Effective use of formative strategies

---

**Step #1 to Implement Strategy #2 - PD Opportunity**

**Action:**
Provide teachers support, during PLC's, on using formative strategies to inform instruction, guide and expand student thinking.

**Person or Persons Responsible:**
Administrators and district content support

**Target Dates or Schedule:**
monthly

**Evidence of Completion:**
classroom observations, lesson plans, student journals

**Facilitator:**
K-5 Science Supervisor

**Participants:**
Administrators and district content support
**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #5**

<table>
<thead>
<tr>
<th>Action:</th>
<th>walk-throughs, lesson plans,</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
<td>Administration and district content specialist</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
<td>Monthly</td>
</tr>
<tr>
<td><strong>Evidence of Completion</strong></td>
<td>student learning outcomes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action:</th>
<th>walk-throughs observing instructional practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
<td>Administrators and district content support</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
<td>Monthly</td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
<td>formative data chats, student learning outcomes</td>
</tr>
</tbody>
</table>

**Goal #5:** Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45%. Improve the use of formative assessments K-5th to ensure mastery of the taught standards.

**Barrier #1:** No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning

**Strategy #3 to Overcome the Barrier:** Extending the learning through science learning labs

**Step #1 to Implement Strategy #3**

<table>
<thead>
<tr>
<th>Action:</th>
<th>extend students’ experiences in science through hands-on activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
<td>Administrators and district content support</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
<td>weekly</td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
<td>formatives, journals, learning outcomes</td>
</tr>
</tbody>
</table>
### Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #5

**Action:**
lab, schedule, lab journals, etc.

**Person or Persons Responsible:**
District content support

**Target Dates or Schedule:**
Weekly

**Evidence of Completion**
impact on core instruction

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

**Action:**
extend students' experiences in science through hands-on activities

**Person or Persons Responsible:**
administrators/district content support

**Target Dates or Schedule:**
weekly

**Evidence of Completion:**
journals, assessment of learning outcomes, formatives
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.

Title I, Part A funds are utilized, in conjunction with various other federal, state and local funds, to support high quality instruction, parental engagement, and professional development for highest students achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation.

Title II, Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of in-field and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available to families, including a schedule of parent workshops and other activities.

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year. SAI funds are also used in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Title I coordinates with district food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year.
# 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:

<table>
<thead>
<tr>
<th>Goal #1: Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barrier #1:</strong> Lack of differentiated instruction</td>
</tr>
<tr>
<td><strong>Strategy #1:</strong> Differentiate instruction through the formative assessment process.</td>
</tr>
<tr>
<td><strong>Action Step #1:</strong> Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies: used to engage and scaffold learning. Teachers provide specific feedback: design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.</td>
</tr>
</tbody>
</table>

| Facilitator leader |
| Cultural Competency |

| Participants |
| SBLT/Coaches |

| Target dates or schedule |
| Weekly |

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

| Lesson Plans & Walk-through |
| (Person Responsible: SBLT/Coaches) |

---

<table>
<thead>
<tr>
<th>Goal #2: Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barrier #2:</strong> Effective use of common planning time.</td>
</tr>
<tr>
<td><strong>Strategy #4:</strong> Examine student work during common planning.</td>
</tr>
<tr>
<td><strong>Action Step #1:</strong> Readers notebooks, student work/rubrics, etc.</td>
</tr>
</tbody>
</table>

| Facilitator leader |
| Kathy Beauregard |

| Online learning modules: CPALMS, FLRTI |

| Participants |
| SBLT and Literacy Coach |

| Target dates or schedule |
| Weekly |

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

<p>| Reading journals, observation tool, etc. |
| (Person Responsible: SBLT and Literacy Coach) |</p>
<table>
<thead>
<tr>
<th><strong>Strategy #5</strong>: Develop process to train teachers on providing teacher-specific feedback.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step #1</strong>: Train teachers to collect evidence from learning tasks and provide teacher-specific feedback in where students are in the learning.</td>
</tr>
<tr>
<td><strong>Facilitator leader</strong></td>
</tr>
<tr>
<td>Kath Beauregard</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
</tr>
<tr>
<td>SBLT and Literacy Coach</td>
</tr>
<tr>
<td><strong>Target dates or schedule</strong></td>
</tr>
<tr>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Evidence of Completion and Person Responsible for Monitoring</strong></td>
</tr>
<tr>
<td>Student work - i.e., rubrics, exemplars, etc.</td>
</tr>
<tr>
<td>(Person Responsible: SBLT and Literacy Coach)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal #3</strong>: Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barrier #1</strong>: common core writing in response to text, professional development</td>
</tr>
<tr>
<td><strong>Strategy #2</strong>: 4th grade teachers will attend Core Connections</td>
</tr>
<tr>
<td><strong>Action Step #1</strong>: Provide support to help teachers increase students’ comprehension of using a variety of text-based strategies</td>
</tr>
<tr>
<td><strong>Facilitator leader</strong></td>
</tr>
<tr>
<td>Tracie Bergman</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
</tr>
<tr>
<td>SBLT/Litracy Coach/District Content Specialist</td>
</tr>
<tr>
<td><strong>Target dates or schedule</strong></td>
</tr>
<tr>
<td>4 Full-day session</td>
</tr>
<tr>
<td><strong>Evidence of Completion and Person Responsible for Monitoring</strong></td>
</tr>
<tr>
<td>reading journals analysis of student work</td>
</tr>
<tr>
<td>(Person Responsible: SBLT/Litracy Coach/District Content Specialist)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal #4</strong>: Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barrier #1</strong>: Effective use of common planning time.</td>
</tr>
<tr>
<td><strong>Strategy #1</strong>: Unpack standards during common planning time.</td>
</tr>
<tr>
<td><strong>Action Step #1</strong>: Using &quot;unpacking&quot; documents to generate learning goals from standards</td>
</tr>
<tr>
<td><strong>Facilitator leader</strong></td>
</tr>
<tr>
<td>Douglas Hill</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
</tr>
<tr>
<td>Math coach and teachers</td>
</tr>
<tr>
<td><strong>Target dates or schedule</strong></td>
</tr>
<tr>
<td>prior to each unit</td>
</tr>
<tr>
<td><strong>Evidence of Completion and Person Responsible for Monitoring</strong></td>
</tr>
<tr>
<td>&quot;unpacking&quot; docs w/lesson plans and walk-through data</td>
</tr>
<tr>
<td>(Person Responsible: Math coach and teachers)</td>
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</tbody>
</table>
**Strategy #2:** Align instruction to math standards.

**Action Step #1:** Use common planning and PLC's to ensure lesson plans are benchmark aligned

<table>
<thead>
<tr>
<th>Facilitator leader</th>
<th>Douglas Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Math Coach and teacher</td>
</tr>
<tr>
<td>Target dates or schedule</td>
<td>prior to each unit</td>
</tr>
</tbody>
</table>

**Evidence of Completion and Person Responsible for Monitoring**
walk-through data and lesson plans  
(Person Responsible: Math Coach and teacher)

**Goal #5:** Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45%  
**Barrier #1:** No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning

**Strategy #2:** Effective use of formative strategies

**Action Step #1:** Provide teachers support, during PLC’s, on using formative strategies to inform instruction, guide and expand student thinking.

<table>
<thead>
<tr>
<th>Facilitator leader</th>
<th>K-5 Science Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Administrators and district content support</td>
</tr>
<tr>
<td>Target dates or schedule</td>
<td>monthly</td>
</tr>
</tbody>
</table>

**Evidence of Completion and Person Responsible for Monitoring**
classroom observations, lesson plans, student journals  
(Person Responsible: Administrators and district content support)
<table>
<thead>
<tr>
<th>Appendix 2: Budget to Support School Improvement Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Detail</td>
</tr>
</tbody>
</table>