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

<table>
<thead>
<tr>
<th>School:</th>
<th>3431 - Plumb Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>District:</td>
<td>52 - Pinellas</td>
</tr>
<tr>
<td>Principal:</td>
<td>Sandra Kemp</td>
</tr>
<tr>
<td>SAC Chair:</td>
<td>Sandra Ladd</td>
</tr>
<tr>
<td>Superintendent:</td>
<td>Dr. Michael A Grego</td>
</tr>
<tr>
<td>School Board Approval Date:</td>
<td>[pending]</td>
</tr>
<tr>
<td>Last Modified on:</td>
<td>10/28/2013</td>
</tr>
</tbody>
</table>

### Address:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920 LAKEVIEW RD</td>
<td>1920 LAKEVIEW RD</td>
</tr>
<tr>
<td>Clearwater, FL 33764</td>
<td>Clearwater, FL 33764</td>
</tr>
</tbody>
</table>

| Phone Number: | 727-469-5976 |
| Web Address:  | http://www.plumb-es.pinellas.k12.fl.us |
| Email Address:| 3431.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>No</td>
</tr>
<tr>
<td>Free/Reduced Lunch:</td>
<td>56%</td>
</tr>
<tr>
<td>Minority:</td>
<td>33%</td>
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### School Grade History:

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>A</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  Plumb Elementary School

Principal's name  Sandra Kemp

School Advisory Council chair's name  Sandra Ladd

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>Sandra Kemp</td>
<td>Principal</td>
</tr>
<tr>
<td>Tammy Keiper</td>
<td>Assistant principal</td>
</tr>
<tr>
<td>Erica Parsley</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Colby Barrett</td>
<td>Behavior Specialist</td>
</tr>
<tr>
<td>Jennifer Stowers</td>
<td>Speech Therapist</td>
</tr>
<tr>
<td>Marianna Kanehl</td>
<td>VE Resource Teacher</td>
</tr>
<tr>
<td>Andrea Azorin</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>TBD</td>
<td>Educational Diagnostician</td>
</tr>
<tr>
<td>DeAnne Lau</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Nicole Harman</td>
<td>ESOL Teacher</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
Principal- Sandra Kemp
SAC Chair- Sandra Ladd
Teacher Reps- Liza Cole, Nancy Denton, Barbara Gurian
Parents- Thomas Jamo, Karla Moreno, Paul Cooley, Katina Washington, Mevlude Velioski
Community Rep- Brie Redfield

Describe the involvement of the SAC in the development of this school improvement plan
SAC will review end of the year 2012-2013 data and provide input as to greatest needs of the school
SAC will give suggestions for barriers and strategies for goals
SAC will review the final SIP and approve it for submission

Describe the activities of the SAC for the upcoming school year
SIP input and approval
School recognition input and approval
Data Review each common assessment cycle

Describe the projected use of school improvement funds and include the amount allocated to each project
To be determined with SAC at first meeting

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

<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:

| Sandra Kemp |
| Principal | Years as Administrator: 12 | Years at Current School: 0 |
| Credentials | Certification-Elementary Education, Early Childhood, SLD, School Principal |
| Performance Record | School grades ranging A to C under her leadership. One year D school, but was brought up to a C the following year. Her school received Mayor's "Top Apple Award" three times during her tenure for increasing school grade. |

| Tammy Keiper |
| Asst Principal | Years as Administrator: 3 | Years at Current School: 3 |
| Credentials | Degrees: USF Certificate in Educational Leadership: Educational Leadership and Curriculum Development Master of Science Elementary Education Emphasis: Math and Science Bachelor of Science Elementary Education with ESOL Endorsement Certification: Educational Leadership, Elementary Education 1-6, ESOL Endorsement, Reading Endorsement |
| Performance Record | 2010-2011 B 2011-2012 A 2012-2013 A |

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:** 1  
**Years at Current School:** 0

### Areas

- Reading/Literacy

### Credentials

- Reading Endorsement  
- ESOL Endorsement  
- B.S Degree Elementary Education 1-6  
- Masters Curriculum and Instruction through Interdisciplinary Studies

### Performance Record

#### Last Year (2012-2013) Performance FCAT

**Perkins- A**
- Reading: 81% meeting standards  
- Writing: 75% meeting standards  
- Reading Gains: 78%  
- Lowest 25% making gains: 68%

**Curlew Creek-A**
- Reading: 74% meeting standards  
- Writing: 52% meeting standards  
- Reading Gains: 66%  
- Lowest 25% making gains: 70%

**Safety Harbor-B**
- Reading: 67% meeting standards  
- Writing: 62% meeting standards  
- Reading Gains: 68%  
- Lowest 25% making gains: 65%

**Oldsmar-C**
- Reading: 59% meeting standards  
- Writing: 55% meeting standards  
- Reading Gains: 61%  
- Lowest 25% making gains: 65%

**Walsingham-C**
- Reading: 51% meeting standards  
- Writing: 60%  
- Reading Gains: 63%  
- Lowest 25% making gains: 61%

### Classroom Teachers

- **# of classroom teachers** 69
- **# receiving effective rating or higher** 60, 87%
- **# 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.** 69, 100%
- **# ESOL endorsed** 28, 41%
- **# reading endorsed** 8, 12%
- **# with advanced degrees** 17, 25%
- **# National Board Certified** 3, 4%
- **# first-year teachers** 8, 12%
- **# with 1-5 years of experience** 12, 17%
### Teacher Recruitment and Retention Strategies

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**

We are increasing opportunities for interns at Plumb in order to increase our Teacher Leaders and observe future teachers. We are increasing Teacher Leadership opportunities for teachers to feel more empowered and invested in staying at Plumb.

### Teacher Mentoring Program/Plan

**Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities**

New teachers and new to Plumb teachers will be part of Plumb's 2 year program, which includes 2 mentors, monthly meetings with administrators, and opportunities for Professional Outreach to shadow experienced teachers. One mentor is assigned for grade level support and one mentor is assigned based on matching personalities.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

**Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The SBLT meets weekly to review data for core instruction, Tier 2 and Tier 3 effectiveness. Data is graphed and reviewed every 6 weeks and reviewed at all grade PLCs to discuss effectiveness of the interventions and make any necessary grouping changes. In our data room, we keep our school goals posted and review our target and current status each testing cycle. Our students in Tier 2 and Tier 3 are regularly progress monitored and data is posted in the data room. Our SIP teams meet every other month to review data and strategies. Recommendations to adjust or add strategies are part of this on-going process to ensure we are aiming for school goals.

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

Team Leader, Recorder, Facilitator, Erica Parsley- School Counselor & Tier 3 Coordinator- Facilitates all SBLT meetings, sends out agendas and minutes, maintains records for Tier 3 students, participates in all
PSW meetings, and uses student data to identify needs
Timekeeper, Snack Master, Jennifer Stowers- Speech Pathologist- works with the team and teachers to create and review intervention plans, supports students in RtI
Communications, Marianna Kanehl- VE Resource Teacher- Provide academic support, reviews data, supports teachers with ESE strategies
Communications, Nicole Harman- ESOL Teacher- Provide academic support, reviews data, supports teachers with ESOL strategies
Behavior Expert, Colby Barrett- Behavior Specialist- Collects Tier 1, 2 & 3 behavior data, reviews data with team and teachers, develops FBA/PBIP, provides support for students and teachers
Data Manager, Andrea Azorin- School Psychologist- Collects, graphs, and reviews data with team, teachers, and parents, creates PSWs, conducts observations, and evaluates for student needs
Data Manager, DeAnne Lau- School Social Worker- Collects, graphs, and reviews data with team, teachers, and parents, supports student evaluations, provides Tier 2 and 3 supports, monitors attendance data
Administrator, Sandra Kemp- Principal- participates in data meetings, supports initiatives by providing time and trainings to staff
Administrator, data manager, Tammy Keiper-Assistant principal- tracks student data- reviews data with team and teachers, aligns interventions to student need, creates schedules to accommodate interventions

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
School goals are visually posted in the data room. The data room is accessed by all teams each week. All SBLT, CST, and PLC meetings are held in this room. Student data is posted, monitored, and reviewed on a weekly basis. Data is visible to all staff members in the data room and interventions are created based on the data. Every six weeks, Tier 2 data is graphed and reviewed at PLCs and decisions are made based on the data. Tier 3 data folders are updated and available for review. Tier 1 Behavior data is reviewed once a semester and is used to make any Tier 2 decisions. SBLT minutes are available for all staff to review.

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)
Plumb Progress Monitoring for Language Arts
Core, Tier 1 (as indicated in chart)
Baseline data collected 8/19-2/30
Kindergarten: 1st semester- Alphabet Fluency (names & sounds), Dibels FSF,Dibels PSF
2nd semester- Dibels PSF,Dibels NWF
Grades 1-5: Running Records
Reading Level Frequency
A-I Every 6 Weeks
J-P Every 9 Weeks
Q+ Every 12 Weeks
Supplemental, Tier 2 (every other week)
Weeks of: 9/16, 9/30, 10/14, 10/28, 11/11, 12/2, 12/16, 1/6, 1/20, 2/3, 2/17, 3/3, 3/17, 4/8, 4/22, 5/6, 5/20
Kindergarten: Alphabet Fluency (names & sounds), Dibels FSF or Dibels PSF
Grade 1: Dibels NWF
Grade 2: Dibels ORF
Grade 3: Dibels Daze
Grade 4: Dibels Daze
Grade 5: Dibels Daze
Intervention, Tier 3 (weekly)
Kindergarten: Alphabet Fluency (names & sounds), Dibels FSF or Dibels PSF
Grade 1: ORF- Aims Web
Grade 2: ORF- Aims Web
Grade 3: ORF-Aims Web
Grade 4: ORF- Aims Web  
Grade 5: ORF- Aims Web
Math Core Data will be posted in the data room and monitored through common assessments. Supplemental Math data will be tracked through teacher created assessments which will be based on instruction. Intervention Math data will be monitored through Aims Web. Enagagement data being tracked includes Behavior and Attendance. Tier 1 Behavior data is collected once a semester through a checklist. Tier 2 Behavior data is collected weekly (student self monitoring checklist). Tier 3 Behavior data is collected daily (teacher monitoring checklist). Attendance is reviewed twice a month by the CST. Teachers review attendance data monthly. Data is tracked by the School Counselor and Social Worker indicating what steps are being taken for individual students in regards to attendance.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.
The SBLT will be sending staff a Survey to access their understanding of the MTSS processes. Based on the survey, SBLT members will present information at staff meetings, PLCs and through curriculum meetings. One-on-one assistance will be provided for any individuals needing more clarification.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)-(III), 1114(b)(1), 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: | 3,600 |

**Strategy Purpose(s)**
Instruction in core academic subjects

**Strategy Description**
Math intervention groups will meet twice a week, an hour per day, for thirty weeks. Resources for these groups are in the process of being determined.

**How is data collected and analyzed to determine the effectiveness of this strategy?**
Tier 2 Progress Monitoring will occur every two weeks. Data will be analyzed every six weeks for effectiveness and need for change.

**Who is responsible for monitoring implementation of this strategy?**
ELP teachers

**Literacy Leadership Team (LLT)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Kemp</td>
<td>Principal</td>
</tr>
<tr>
<td>Tammy Keiper</td>
<td>Assistant principal</td>
</tr>
<tr>
<td>Pam Milhan</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Katelyn Beatty</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td>Jennifer Stowers</td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td>Name</td>
<td>Grade Teacher</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Alisa Phillips</td>
<td>1st grade teacher</td>
</tr>
<tr>
<td>Mallory Ducey</td>
<td>2nd grade teacher</td>
</tr>
<tr>
<td>Colleen Burr</td>
<td>4th grade teacher</td>
</tr>
</tbody>
</table>

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**
The LLT will combine with the LLC to 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?**
- Common Core implementation
- Teacher's College Running Records

**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**
Plumb has 3 Pre-K units that begin supporting student transition through visiting Kindergarten classrooms and following school and lunch processes. Pre-K teachers hold meetings with their parents about the preparation 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

<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>73%</td>
<td>70%</td>
<td>No</td>
<td>76%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>100%</td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>51%</td>
<td>47%</td>
<td>No</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>63%</td>
<td>53%</td>
<td>No</td>
<td>67%</td>
</tr>
<tr>
<td>White</td>
<td>76%</td>
<td>77%</td>
<td>No</td>
<td>1%</td>
</tr>
<tr>
<td>English language learners</td>
<td>57%</td>
<td>26%</td>
<td>No</td>
<td>61%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>41%</td>
<td>43%</td>
<td>No</td>
<td>1%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>63%</td>
<td>60%</td>
<td>No</td>
<td>66%</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>106</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>157</td>
<td>42%</td>
<td>52%</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>[data excluded for privacy reasons]</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>33%</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>192</td>
<td>74%</td>
<td>90%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0)</td>
<td>84</td>
<td>80%</td>
<td>90%</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>30</td>
<td>58%</td>
<td>68%</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>18</td>
<td>35%</td>
<td>45%</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>11</td>
<td>22%</td>
<td>32%</td>
</tr>
</tbody>
</table>
### Area 2: Writing

<table>
<thead>
<tr>
<th>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at or above 3.5</td>
<td>94</td>
<td>74%</td>
<td>85%</td>
</tr>
<tr>
<td>Florida Alternate Assessment (FAA) Students scoring at or above Level 4</td>
<td>[data excluded for privacy reasons]</td>
<td>0%</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>70%</td>
<td>62%</td>
<td>No</td>
<td>73%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>86%</td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>51%</td>
<td>37%</td>
<td>No</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>62%</td>
<td>62%</td>
<td>No</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
<td>67%</td>
<td>No</td>
<td>75%</td>
</tr>
<tr>
<td>English language learners</td>
<td>53%</td>
<td>48%</td>
<td>No</td>
<td>57%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>51%</td>
<td>32%</td>
<td>No</td>
<td>56%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>59%</td>
<td>61%</td>
<td>No</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students scoring at Achievement Level 3</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>117</td>
<td>32%</td>
<td>45%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>118</td>
<td>32%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Florida Alternate Assessment (FAA)**

<table>
<thead>
<tr>
<th>Students scoring at Levels 4, 5, and 6</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Gains**

<table>
<thead>
<tr>
<th>Learning Gains</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Gains</td>
<td>140</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0 and EOC)</td>
<td>39</td>
<td>63%</td>
<td>75%</td>
</tr>
</tbody>
</table>

### Area 4: Science

**Elementary School Science**

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

<table>
<thead>
<tr>
<th>Students scoring at Achievement Level 3</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>36</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>57</td>
<td>48%</td>
<td>55%</td>
</tr>
<tr>
<td>Florida Alternate Assessment (FAA)</td>
<td>2013 Actual #</td>
<td>2013 Actual %</td>
<td>2014 Target %</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

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

#### All Levels

<table>
<thead>
<tr>
<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>5</td>
<td>10</td>
</tr>
<tr>
<td>Participation in STEM-related experiences provided for students</td>
<td>384</td>
<td>43%</td>
</tr>
</tbody>
</table>

### Area 8: Early Warning Systems

#### Elementary School Indicators

<table>
<thead>
<tr>
<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>79</td>
<td>9%</td>
</tr>
<tr>
<td>Students retained, pursuant to s. 1008.25, F.S.</td>
<td>22</td>
<td>3%</td>
</tr>
<tr>
<td>Students who are not proficient in reading by third grade</td>
<td>47</td>
<td>37%</td>
</tr>
<tr>
<td>Students who receive two or more behavior referrals</td>
<td>64</td>
<td>7%</td>
</tr>
<tr>
<td>Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.</td>
<td>32</td>
<td>3%</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**

To improve community involvement in academic areas by increasing the number of mentors and tutors to work with students in their areas of need.

To strengthen community awareness of educational information by increasing the attendance at school and/or PTA informational events.

#### 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>Increase the number of tutors and mentors</td>
<td>5</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Collect baseline data on attendance of school at PTA informational events.</td>
<td>0</td>
<td>0%</td>
<td>50%</td>
</tr>
</tbody>
</table>
## Goals Summary

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>To meet Bronze Level on Healthy Schools Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2:</td>
<td>To decrease the number of students receiving referrals.</td>
</tr>
<tr>
<td>Goal #3:</td>
<td>To decrease the number of students missing 10% or more of instructional time</td>
</tr>
<tr>
<td>Goal #4:</td>
<td>To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%</td>
</tr>
<tr>
<td>Goal #5:</td>
<td>To increase the percent of proficient students in Math subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 62% to 73%, Black students 48% to 57%, White students 67% to 75%, ELL students from 48% to 57%, and SWD students 32% to 56%</td>
</tr>
<tr>
<td>Goal #6:</td>
<td>Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.</td>
</tr>
<tr>
<td>Goal #7:</td>
<td>Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%.</td>
</tr>
</tbody>
</table>

## Goals Detail

### Goal #1: To meet Bronze Level on Healthy Schools Inventory

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>• Additional Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Available to Support the Goal</td>
<td>• District Wellness resources and contacts</td>
</tr>
<tr>
<td>Targeted Barriers to Achieving the Goal</td>
<td>• Failure to perform a Healthy School Team Failure to share awareness of Healthy School Program Process</td>
</tr>
</tbody>
</table>

**Plan to Monitor Progress Toward the Goal**

**Action:**
School Healthy Teams monitor initiatives

**Person or Persons Responsible:**
School Healthy Teams

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Steps toward Bronze Award are being completed
| **Targets Supported** | EWS  
EWS - Elementary School |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources Available to Support the Goal</strong></td>
<td>Books- CPI, CHAMPS, Ruby Payne</td>
</tr>
<tr>
<td><strong>Targeted Barriers to Achieving the Goal</strong></td>
<td>Common language is not used across campus</td>
</tr>
</tbody>
</table>

**Plan to Monitor Progress Toward the Goal**

**Action:**  
SBLT reviews data and no gap is evident

**Person or Persons Responsible:**  
SBLT

**Target Dates or Schedule:**  
monthly

**Evidence of Completion:**  
Monthly SBLT minutes indicate no gap in referral data

**Goal #3:** To decrease the number of students missing 10% or more of instructional time

| **Targets Supported** | EWS  
EWS - Elementary School |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources Available to Support the Goal</strong></td>
<td>Social Worker Guidance Counselor All Children's Walking School Bus initiative</td>
</tr>
</tbody>
</table>
| **Targeted Barriers to Achieving the Goal** | Parents unaware of significance of bell to bell instruction  
Many illnesses spread in classrooms |

**Plan to Monitor Progress Toward the Goal**

**Action:**  
PLC focus on EWS reviews data for attendance and tardies

**Person or Persons Responsible:**  
Administrators and teachers

**Target Dates or Schedule:**  
monthly

**Evidence of Completion:**  
Improved attendance and tardy data

**Goal #4:** To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%
### Goal #5:
To increase the percent of proficient students in Math subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 62% to 73%, Black students 48% to 57%, White students 67% to 75%, ELL students from 48% to 57%, and SWD students 32% to 56%

| Targets Supported | • Math  
|                   | • Math - Elementary and Middle School  
|                   | • Math - Elementary and Middle AMO's  
|                   | • Math - Elementary and Middle FCAT 2.0  
|                   | • Math - Elementary and Middle FAA  
|                   | • Math - Elementary and Middle Learning Gains  

| Resources Available to Support the Goal | • Go Math CCSS CPalms Classroom Discussions  

| Targeted Barriers to Achieving the Goal | • Lack of differentiated instruction  

**Plan to Monitor Progress Toward the Goal**

**Goal #6:** Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Available to Support the Goal</td>
<td>Pinellas County Language Arts Curriculum CCSS</td>
</tr>
<tr>
<td>Targeted Barriers to Achieving the Goal</td>
<td>Lack of knowledge in writing across curriculum</td>
</tr>
</tbody>
</table>

**Plan to Monitor Progress Toward the Goal**

**Goal #7:** Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%.

| Targets Supported | Science  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Available to Support the Goal</td>
<td>Fusion Science Shack Consumable Materials</td>
</tr>
<tr>
<td>Targeted Barriers to Achieving the Goal</td>
<td>Time factors prevent teachers from including hands-on science activities and experiments</td>
</tr>
</tbody>
</table>
Plan to Monitor Progress Toward the Goal

<table>
<thead>
<tr>
<th>Action</th>
<th>Science data will be shared and discussed during PLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible</td>
<td>Administrators and teachers</td>
</tr>
<tr>
<td>Target Dates or Schedule</td>
<td>on-going</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Percent of students meeting science expectations will increase at each cycle of common assessment</td>
</tr>
</tbody>
</table>

Action Plan for Improvement

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>To meet Bronze Level on Healthy Schools Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1</td>
<td>Failure to perform a Healthy School Team Failure to share awareness of Healthy School Program Process</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Create an action plan for the year to ensure the Healthy Team initiatives are put into action</td>
</tr>
</tbody>
</table>

Step #1 to Implement Strategy #1

<table>
<thead>
<tr>
<th>Action</th>
<th>Develop a Healthy School Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible</td>
<td>Wellness Champ</td>
</tr>
<tr>
<td>Target Dates or Schedule</td>
<td>September 2013</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Healthy School Team roster</td>
</tr>
</tbody>
</table>

Step #2 to Implement Strategy #1

<table>
<thead>
<tr>
<th>Action</th>
<th>Evaluate school by updating the Healthy School Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible</td>
<td>Wellness Champ</td>
</tr>
<tr>
<td>Target Dates or Schedule</td>
<td>November 2013</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Completed inventory</td>
</tr>
</tbody>
</table>
### Step #3 to Implement Strategy #1

**Action:**
Create an action plan for each item not meeting on the inventory

**Person or Persons Responsible:**
Healthy School Team

**Target Dates or Schedule:**
December 2013

**Evidence of Completion:**
Completed action plan

### Step #4 to Implement Strategy #1

**Action:**
Explore resources to help meet identified Inventory item

**Person or Persons Responsible:**
Healthy School Team

**Target Dates or Schedule:**
January 2014

**Evidence of Completion:**
Resources sought become are put into action

### Step #5 to Implement Strategy #1

**Action:**
Celebrate Success

**Person or Persons Responsible:**
All school staff

**Target Dates or Schedule:**
May 2014

**Evidence of Completion:**
Bronze Award Celebration

---

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

**Action:**
Monitor calendar of events and actions

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
on-going

**Evidence of Completion**
Resources and initiatives are put into action and scheduled on school-wide calendar
### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

<table>
<thead>
<tr>
<th>Action:</th>
<th>Steps to meeting a Bronze Award are made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
<td>Healthy School Team</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
<td>May 2014</td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
<td>Bronze Award is achieved</td>
</tr>
</tbody>
</table>

| Goal #2: | To decrease the number of students receiving referrals. |
| Barrier #2: | Common language is not used across campus |
| Strategy #1 to Overcome the Barrier | Implement and teach school-wide behavior expectations |

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

<table>
<thead>
<tr>
<th>Action:</th>
<th>Develop new school-wide expectations with stake holder involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
<td>Principal</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
<td>August</td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
<td>Newly develop school-wide expectations</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action:</th>
<th>Create class rules based on school-wide expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
<td>Teachers</td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
<td>August</td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
<td>Posted class rules that align with school-wide expectations</td>
</tr>
</tbody>
</table>
### Step #3 to Implement Strategy #1

**Action:**
Communicate to parents class and school expectations through Open House, Newsletters, and Connect Ed messages

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
On-going

**Evidence of Completion:**
Handouts, presentations, newsletters, and connect ed messages with class and school expectations

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

**Action:**
School-wide expectations are being used across all school settings

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
on-going

**Evidence of Completion**
Students are following school-wide expectations

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

**Action:**
Referral data is reviewed monthly at SBLT

**Person or Persons Responsible:**
SBLT

**Target Dates or Schedule:**
monthly

**Evidence of Completion:**
Referral data follows a decreasing trend
<table>
<thead>
<tr>
<th>Goal #2:</th>
<th>To decrease the number of students receiving referrals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Common language is not used across campus</td>
</tr>
<tr>
<td>Strategy #2 to Overcome the Barrier</td>
<td>Continue to monitor behavior data to ensure there remains no gap for any subgroups-black, Hispanic, SWD, ESE, or ESOL</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #2

**Action:** Subgroup referrals data will be reviewed monthly at SBLT and if data indicates a gap, actions will be put in place

**Person or Persons Responsible:** SBLT

**Target Dates or Schedule:** Monthly

**Evidence of Completion:** SBLT minutes reflect data

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

**Action:** SBLT minutes will be reviewed

**Person or Persons Responsible:** Principal

**Target Dates or Schedule:** monthly

**Evidence of Completion**
SBLT minutes are signed off by the Principal

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

**Action:** If no gap presents itself, school-wide strategies are working and monitoring is effective

**Person or Persons Responsible:** Principal

**Target Dates or Schedule:** monthly

**Evidence of Completion:** SBLT minutes show no gap in referral data for any subgroups
<table>
<thead>
<tr>
<th>Goal #3:</th>
<th>To decrease the number of students missing 10% or more of instructional time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Parents unaware of significance of bell to bell instruction</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Inform parents of importance of bell to bell instruction</td>
</tr>
</tbody>
</table>

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

**Action:**
Share with parents importance of bell to bell instruction at meetings and through other school means of communication

**Person or Persons Responsible:**
Administrators and teacher

**Target Dates or Schedule:**
August and as needed

**Evidence of Completion:**
Agenda item at Open House, PTA, SAC, newsletters, Connect Ed

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

**Action:**
Monitor and interact with parents of students struggling with tardies and absences

**Person or Persons Responsible:**
CST

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
CST log

**Step #3 to Implement Strategy #1 - Budget Item**

**Action:**
Provide alarm clocks to third-fifth grade students that are consistently tardy.

**Person or Persons Responsible:**
CST

**Target Dates or Schedule:**
On-going based on tardy data

**Evidence of Completion:**
Log of students receiving alarm clocks

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

**Action:**
Participate in CST meetings to ensure we are working toward the goal

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
on-going

**Evidence of Completion**
CST logs
## Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3

**Action:**
Monitor student attendance and tardies twice a month

**Person or Persons Responsible:**
CST

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
CST logs show improvement

<table>
<thead>
<tr>
<th>Goal #3:</th>
<th>To decrease the number of students missing 10% or more of instructional time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #4:</td>
<td>Many illnesses spread in classrooms</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Work with plant operations to develop an improved cleaning routine</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #1

**Action:**
Discuss data and prior year concerns with Administrative team

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
First month

**Evidence of Completion:**
meeting minutes

### Step #2 to Implement Strategy #1

**Action:**
Work with HPO to develop a cleaning (using germicide, bleach/water, etc on areas that students touch) and monitoring plan

**Person or Persons Responsible:**
Administrators and HPO

**Target Dates or Schedule:**
First month

**Evidence of Completion:**
Cleaning and monitoring plan developed
### Step #3 to Implement Strategy #1

**Action:**
Monitors cleaning plan

**Person or Persons Responsible:**
HPO

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
Checklists indicating plan is being followed

---

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

**Action:**
Observes plan in place

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
on-going

**Evidence of Completion**
Observation of rooms

---

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

**Action:**
Reviews attendance data and early release data

**Person or Persons Responsible:**
CST

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
CST logs indicate less sick children
### Goal #4:
To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%.

### Barrier #2:
Lack of teacher knowledge about strategies, best practices, and accommodations for specified subgroups.

### Strategy #1 to Overcome the Barrier
Design and deliver PD in strategies, best practices and accommodations for varied learners.

### Step #1 to Implement Strategy #1

**Action:**
Share data with staff and SAC: AMO, Demographics

**Person or Persons Responsible:**
Assistant principal

**Target Dates or Schedule:**
Week of August 12

**Evidence of Completion:**
Minutes from meeting

### Step #2 to Implement Strategy #1

**Action:**
Share data with leadership team: Climate, PD, outline of plan

**Person or Persons Responsible:**
Assistant principal

**Target Dates or Schedule:**
Week of August 19

**Evidence of Completion:**
Minutes from meeting

### Step #3 to Implement Strategy #1

**Action:**
Staff completes Survey Monkey

**Person or Persons Responsible:**
Assistant principal

**Target Dates or Schedule:**
September

**Evidence of Completion:**
Survey results
Step #4 to Implement Strategy #1 - PD Opportunity

**Action:**
Provide book study opportunity using A Framework for Understanding Poverty and Culturally Proficient Schools

**Person or Persons Responsible:**
All instructional staff and support staff will be encouraged to attend

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Monthly agendas and Sign in sheets

**Facilitator:**
Assistant principal

**Participants:**
All instructional staff and support staff will be encouraged to attend

---

Step #5 to Implement Strategy #1 - PD Opportunity

**Action:**
Posts online articles and research with reflective questions for staff

**Person or Persons Responsible:**
All instructional staff will participate, support staff will be invited to participate

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Responses to questions

**Facilitator:**
Assistant principal

**Participants:**
All instructional staff will participate, support staff will be invited to participate

---

Step #6 to Implement Strategy #1

**Action:**
Teachers include new strategies in lesson plans

**Person or Persons Responsible:**
Assistant principal

**Target Dates or Schedule:**
On-going

**Evidence of Completion:**
New strategies seen in lesson plans
### Step #7 to Implement Strategy #1

**Action:**  
Staff completes Survey Monkey

**Person or Persons Responsible:**  
Assistant principal

**Target Dates or Schedule:**  
May

**Evidence of Completion:**  
Survey results

---

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

**Action:**  
Monitor quality and fidelity of PD opportunities being offered to staff

**Person or Persons Responsible:**  
Principal

**Target Dates or Schedule:**  
on-going

**Evidence of Completion**  
Meetings held (agendas and sign ins) Teacher implementation (lesson plans and visible during walk thrus)

---

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

**Action:**  
New strategies, best practices, and accommodations are being implemented in classrooms

**Person or Persons Responsible:**  
Principal and AS

**Target Dates or Schedule:**  
Monthly

**Evidence of Completion:**  
Lesson plans and walk thrus show evidence of strategies Data shows improvement
<table>
<thead>
<tr>
<th>Goal #4:</th>
<th>To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #3:</td>
<td>Lack of implementing collaborative planning and data driven instruction</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Create time for collaborative planning</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #1

**Action:**
Create a schedule to incorporate collaborative planning

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
Beginning of Year

**Evidence of Completion:**
Schedule

### Step #2 to Implement Strategy #1

**Action:**
Provide teachers the opportunity to do on-line team planning in order to share and collaborate

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
Grade level use of plan book online

### Step #3 to Implement Strategy #1

**Action:**
Provide opportunity for grade level on-line planning to support sharing

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
Grade level teams using an online planbook
### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

**Action:**
Observing teacher collaboration

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
Daily

**Evidence of Completion**
Common planning

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

**Action:**
Instructional practices show collaboration

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
On-going

**Evidence of Completion:**
Lesson plans Walk thru evidence

<table>
<thead>
<tr>
<th>Goal #5:</th>
<th>To increase the percent of proficient students in Math subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 62% to 73%, Black students 48% to 57%, White students 67% to 75%, ELL students from 48% to 57%, and SWD students 32% to 56%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1:</td>
<td>Lack of differentiated instruction</td>
</tr>
<tr>
<td>Strategy #3 to Overcome the Barrier</td>
<td>Analyze math data and use data to drive differentiated instruction</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #3

**Action:**
Create a calendar for data collection and analysis

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
August

**Evidence of Completion:**
Calendar is created and in place
<table>
<thead>
<tr>
<th>Step #2 to Implement Strategy #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action:</strong></td>
</tr>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step #3 to Implement Strategy #3</th>
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<tbody>
<tr>
<td><strong>Action:</strong></td>
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<td><strong>Person or Persons Responsible:</strong></td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Step #4 to Implement Strategy #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action:</strong></td>
</tr>
<tr>
<td><strong>Person or Persons Responsible:</strong></td>
</tr>
<tr>
<td><strong>Target Dates or Schedule:</strong></td>
</tr>
<tr>
<td><strong>Evidence of Completion:</strong></td>
</tr>
</tbody>
</table>

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

| **Action:** | Participate in Math data analysis meetings |
| **Person or Persons Responsible:** | Administrators |
| **Target Dates or Schedule:** | Monthly |
| **Evidence of Completion** | Visually evident Minutes from meetings |
### Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #5

**Action:**
Review data

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Increase in the number of students meeting expectations based on common assessment data

### Goal #6:
Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.

### Barrier #2:
Lack of knowledge in writing across curriculum

### Strategy #1 to Overcome the Barrier:
Create PD opportunities for writing across the curriculum

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

**Action:**
Incorporate writing in PD opportunities (even if writing is not the focus)

**Person or Persons Responsible:**
All instructional staff at curriculum meetings

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
All PD has a writing component

**Facilitator:**
Assistant principal

**Participants:**
All instructional staff at curriculum meetings

### Step #2 to Implement Strategy #1

**Action:**
Collaboratively planning to increase writing in all areas

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
Monthly

**Evidence of Completion:**
Writing is evident in lesson plans
Step #4 to Implement Strategy #1

**Action:**
Keyboarding skills will occur during Computer Lab instruction

**Person or Persons Responsible:**
Media Specialist

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
Lesson plans indicate keyboarding activities

---

Step #4 to Implement Strategy #1

**Action:**
Teachers will be expected to implement writing journals for all subjects

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
Students are using journals in all subject areas

---

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

**Action:**
Monitors writing opportunities built in to PD opportunities

**Person or Persons Responsible:**
Principal

**Target Dates or Schedule:**
On-going

**Evidence of Completion**
Seen in trainings, teachers written tasks

---

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

**Action:**
Teachers increase writing opportunities for students

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
On-going

**Evidence of Completion:**
Lesson plans Evident during walk thrus
| Goal #7: | Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%. |
| Barrier #4: | Time factors prevent teachers from including hands-on science activities and experiments |
| Strategy #1 to Overcome the Barrier | Create a schedule for use of Science Shack to allow for teachers to take students to complete activities |

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

**Action:**
Work with team leaders to develop a rotational schedule for use of Science Shack

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
August

**Evidence of Completion:**
Schedule is created and utilized

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

**Action:**
Schedule team time in the Science Shack for all grade level students

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
Teachers and students are utilizing the Science Shack for activities

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #7**

**Action:**
Observe teachers and students utilizing Science Shack

**Person or Persons Responsible:**
Administrators

**Target Dates or Schedule:**
on-going

**Evidence of Completion**
Walk thru evidence of use
### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #7

**Action:**
Team discussions on best uses, set-up, areas for improvement will occur during PLC

**Person or Persons Responsible:**
Teachers

**Target Dates or Schedule:**
on-going

**Evidence of Completion:**
PLC minutes

---

<table>
<thead>
<tr>
<th>Goal #7:</th>
<th>Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #4:</td>
<td>Time factors prevent teachers from including hands-on science activities and experiments</td>
</tr>
<tr>
<td>Strategy #3 to Overcome the Barrier</td>
<td>Seek volunteer support for science set-up</td>
</tr>
</tbody>
</table>

---

### Step #1 to Implement Strategy #3

**Action:**
Elicit volunteers at volunteer orientation

**Person or Persons Responsible:**
Community Liaison

**Target Dates or Schedule:**
September

**Evidence of Completion:**
Volunteer orientation agenda

---

### Step #2 to Implement Strategy #3

**Action:**
Create a communication log between teachers and volunteers in regards to science equipment needs and set-up

**Person or Persons Responsible:**
Community Liaison

**Target Dates or Schedule:**
On-going

**Evidence of Completion:**
Log is in use
### Step #3 to Implement Strategy #3

**Action:**  
Train volunteers to find and set-up science shack materials

**Person or Persons Responsible:**  
Community Liaison

**Target Dates or Schedule:**  
October

**Evidence of Completion:**  
Training agenda and minutes

### Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #4 to Goal #7

**Action:**  
Observe the Science Shack in use by teachers

**Person or Persons Responsible:**  
Administrators

**Target Dates or Schedule:**  
On-going

**Evidence of Completion**  
Science shack schedule is up and in use

### Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #4 to Goal #7

**Action:**  
Teachers will provide feedback to administrators on materials being prepped

**Person or Persons Responsible:**  
Administrators / Teachers

**Target Dates or Schedule:**  
on-going

**Evidence of Completion:**  
Feedback provided
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 #4: To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2: Lack of teacher knowledge about strategies, best practices, and accommodations for specified subgroups</td>
</tr>
<tr>
<td>Strategy #1: Design and deliver PD in strategies, best practices and accommodations for varied learners.</td>
</tr>
<tr>
<td>Action Step #4: Provide book study opportunity using A Framework for Understanding Poverty and Culturally Proficient Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitator leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant principal</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>All instructional staff and support staff will be encouraged to attend</td>
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<tr>
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<tbody>
<tr>
<td>Monthly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Completion and Person Responsible for Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly agendas and Sign in sheets</td>
</tr>
<tr>
<td>(Person Responsible: All instructional staff and support staff will be encouraged to attend)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step #5: Posts online articles and research with reflective questions for staff</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Evidence of Completion and Person Responsible for Monitoring</th>
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</thead>
<tbody>
<tr>
<td>Responses to questions</td>
</tr>
<tr>
<td>(Person Responsible: All instructional staff will participate, support staff will be invited to participate)</td>
</tr>
<tr>
<td><strong>Goal #6:</strong> Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.</td>
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<td><strong>Action Step #1:</strong> Incorporate writing in PD opportunities (even if writing is not the focus)</td>
</tr>
</tbody>
</table>

**Facilitator leader**
Assistant principal

**Participants**
All instructional staff at curriculum meetings

**Target dates or schedule**
Monthly

**Evidence of Completion and Person Responsible for Monitoring**
All PD has a writing component
(Person Responsible: All instructional staff at curriculum meetings)
### Appendix 2: Budget to Support School Improvement Goals

#### Budget Summary by Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #3</td>
<td>To decrease the number of students missing 10% or more of instructional time</td>
<td>$100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$100</td>
</tr>
</tbody>
</table>

#### Budget Summary by Resource Type and Funding Source

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor funds</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Total</td>
<td>$100</td>
<td>$100</td>
</tr>
</tbody>
</table>

#### Budget Detail

**Goal #3:** To decrease the number of students missing 10% or more of instructional time  
**Barrier #2:** Parents unaware of significance of bell to bell instruction  
**Strategy #1:** Inform parents of importance of bell to bell instruction  
**Action Step #3:** Provide alarm clocks to third-fifth grade students that are consistently tardy.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>Alarm clocks</td>
</tr>
<tr>
<td>Funding Source</td>
<td>School Counselor funds</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$100</td>
</tr>
</tbody>
</table>