FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3871 - Sandy Lane Elementary School
District: 52 - Pinellas
Principal: Nicole Clifton R
SAC Chair: Tameka Barber
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 11/04/2013

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

Address:	**Physical**	**Mailing**
	1360 SANDY LN Clearwater, FL 33755	1360 SANDY LN Clearwater, FL 33755
Phone Number:	727-469-5974	
Web Address:	http://www.sandylane-es.pinellas.k12.fl.us	
Email Address:	3871.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	93%			
Minority:	77%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	C	D	D

Current School Status

School Information

School-Level Information

School Sandy Lane Elementary School

Principal's name Nicole Clifton R

School Advisory Council chair's name Tameka Barber

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

Name	Title
Nicole Clifton	Principal
Melanie Dedert	Assistant Principal
Terri Dyer	School Guidance Counselor
Carrie Esposito	Media/Tech/ Specilists Lead
TBA	Social Worker
Mary Toston	behavior specialist
TBA	Psychologist
Pam Miller	PreK/Lead/ESE
Kevin Larkin	Math Coach
Tiffany Madison	Reading Coach
Marcy Bennett	RTI/MTSS Coach
Pam Pearson	Kindergarten Teacher/Lead
Charissa Chandler	First Grade Teacher/Lead
Amy Silver	Second Grade Teacher/Lead
Michael Veley	Third Grade Teacher/Lead
Meghan Greeson	Fourth Grade Teacher/Lead
Reanna Braunscheidel	Fifth Grade Teacher/Lead
Anne Harkins	ESE Teacher

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
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
Nicole Clifton, Principal
Tameka Barber, SAC Chair, Parent
Sandra Leanes, Community Member
Deanna Hobson, Parent and Sandy Lane support staff member
Jai Henson, Community Member, Life For Artz
Edie Marzol, Community Member
Christine Broduer, Parent

Janae Robinson- teacher (contingent upon teacher vote)
Sherry Blackham- teacher (contingent upon teacher vote)
Marian Cano, Parent

Describe the involvement of the SAC in the development of this school improvement plan
The SAC meets monthly. During these meetings the SAC committee reviews data and progress toward the SIP. In April, May, and June, during the SAC meetings, the committee reviewed current data, teacher input and discussed goals for the upcoming school year. The committee also discussed research based strategies and identified key strategies that the committee believes would help the students move forward.

Describe the activities of the SAC for the upcoming school year
The SAC will continue to meet monthly. The SAC will review the budget and completed SIP plans. The SAC will give the final vote and approve or revise the proposed budget. The SAC committee will give input on the revised SIP. Data will be shared and progress toward our goals will be discussed. Data reviews will include, FCAT, ongoing progress monitoring, and FAIR. Additionally, the SAC committee will be invited to walkthrough the school as a SAC to see the SIP action plans/steps in progress. The SAC committee really wants to focus on the parent involvement goal and increasing the amount of parent participation in the school. Especially, with helping parents gain access into Focus and on checking student information frequently.

Describe the projected use of school improvement funds and include the amount allocated to each project
Our School Improvement Funds of 2,470.25 will be allocated for curriculum planning and development for teachers. Teachers will use this time to write lessons following the common core standards. Also, substitutes will be paid for TDE's in order for teachers to complete a lesson study cycle in classrooms. Needed materials for common core will also be purchased with these funds.
Additionally, as a Title I school, all of our Title I funds are aligned to support our goals in the School Improvement plan. Title I houry teachers to instruct students in reading, math and science, a MTSS coach, a classroom teacher to lower TPR, an hour for a community liaison, budget for agendas, and additional reading materials are how the Title I funds are allocated.

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

Administrators

 # Administrators 2

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

Administrator Information:

Nicole Clifton R		
Principal	Years as Administrator: 6	Years at Current School: 3
Credentials	Master's in Educational Leadership	
Performance Record	2013 school grade a D, 2012 school grade C. The number of students scoring 3.5 or above in writing rose to 59% during the 2012-2013 school year. Math learning gains were 67% in 2013. Math learning gains for the lowest 25% were 78%. Gains were made in reading, writing, math in 4th grade and in math in both 3rd and 5th grade. Learning gains for the lowest 25% in reading in 2012 were 73%.	

Melanie Dedert		
Asst Principal	Years as Administrator: 0	Years at Current School: 2
Credentials	BS Elementary Education 1-5 K-12 Special Education MS Ed Leadershhip	
Performance Record	First year as an Assistant Principal	

Instructional Coaches

 # Instructional Coaches 2

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

Instructional Coach Information:

Tiffany Madison		
Full-time / School-based	Years as Coach:	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Reading Endorsed ESOL Endorsed BS Elem Ed 1-6 Masters in Literacy/Curriculum	
Performance Record	For the 2012-2013 school year, Ms. Madsion served as literacy coach for 5 different schools.	

Marcy Bennett		
Full-time / School-based	Years as Coach: 0	Years at Current School: 28
Areas	RtI/MTSS	
Credentials	BS in VE/EBD/OHI MS in VE/EBD/OHI	
Performance Record	First year as an RTI coach.	

Classroom Teachers

# of classroom teachers 67

 # 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. 67, 100%
 # ESOL endorsed 25, 37%
 # reading endorsed 10, 15%
 # with advanced degrees 20, 30%
 # National Board Certified 4, 6%
 # first-year teachers 16, 24%
 # with 1-5 years of experience 17, 25%
 # with 6-14 years of experience 20, 30%
 # with 15 or more years of experience 14, 21%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
# of paraprofessionals 0
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 8
 # 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). 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. We will continue weekly morning professional developments for the 2013-2014 school year. Twice a month the professional development will be led by administration and LLC team focus will be on best practices and will be aligned to the teacher appraisal. We will participate in the following book studies; oThe Highly Engaged Classroom oHow to teach students who don't look like you Once a month, the weekly professional development will be led by Reading coach along with LLC team For these curriculum meetings primary teachers will meet on Tuesdays and intermediate teachers will meet on Wednesdays in order for the training to best meet their needs. Best practice will be shared and expected to be implemented in the classroom * Follow up will occur with in class coaching/modeling/observation/feedback * The following professional development, teachers will bring student work and share out what worked and what areas they need assistance with for that best practice. * Protocols will be used to guide conversation Once a month the professional development will be led by Math coach along with LLC team For these curriculum meetings primary teachers will meet on Tuesdays and intermediate teachers will meet on Wednesdays in order for the training to best meet their needs. Best practice will be shared and expected to be implemented in the classroom

* Follow up will occur with in class coaching/modeling/observation/ feedback
* The following professional development, teachers, will bring student work and share out what worked and what areas they need assistance with for that best practice.
oProtocols will be used to guide conversation
Teachers will collaboratively plan with math and reading coach on a rotating basis. During specials on Thursdays, primary teachers will plan with the reading coach and the intermediate teachers will plan with the math coach. The following week they will meet with the different coach.
The coaching cycles will be planned and scheduled during preschool, with initial focus on new teachers and by following the teachers IPDP's.
Teachers will meet on Tuesdays during their planning time for PLC's
* Every other week their focus will be on analyzing their core grade level data and student work
* The other two weeks will be focused on their need facilitated by their team leader or a leadership team member.
The need will be determined by data, the needs assessment protocol completed by the team in one of their first PLC's.
Capacity is built by providing ongoing feedback
* Administrators will leave feedback regarding instructional practices on a regular basis.
Lesson Study will occur across all grade levels and all content areas
* We will continue with our process of utilizing specials time for one teacher to model a lesson and then allow their class to attend PE at another time
The calendar for lesson study will be developed during school improvement planning and based on need from in-house professional development
Weekly SOS (Setting our Sights) message/memo will be emailed weekly to staff by Mrs. Clifton. This includes a spotlight on staff, a supporting our students section, a best practice section aligned to the teacher appraisal and our weekly calendar.
Mrs. Clifton and Mrs. Dedert will continue with the practice of weekly walkthroughs providing feedback on the instructional practice focus for the week.
First and Second year teachers will continue to meet monthly with administration (Just in time meetings)
Mrs. Clifton and Mrs. Dedert will continue to maintain an open door policy and will be available to meet with teacher leaders to problem solve how to effectively coach, model and lead a team.
Mrs. Clifton and Mrs. Dedert are available to problem solve with teachers.
The RTI coach will provide feedback on fidelity of stroll, CHAMPS implementation, Second Step implementation, and will input stroll data regularly.
In class coaching with math and reading coaches.
Frequent recognition of hard work/celebrations of successes with administrators will continue to occur.
Ongoing professional development/PLC's/ time for collaboration with administrators and district reading and math coaches.

Teacher Mentoring Program/Plan

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
Mentoring of 1st and 2nd year teachers and teachers new to a grade level will be paired with teachers who have demonstrated highly effective best practices. Pairings are based off of a match between the mentee's needs and the mentor's strengths.
Time will be provided for the mentor to meet and plan with the mentee. Scheduling considerations will be given and time for "fish bowl" activities will be provided for both the mentee and mentor.
It is expected that they will meet weekly to mentor and they will participate in the monthly new

teacher meetings.

Our first year 3rd and 5th grade teachers (E.S. and K.D) will be paired with Sarah Karlesky. Sarah is a dynamic teacher,with a track record of student success who is the lead mentor and who has led new teacher trainings.

Both EBD teachers will be mentored by Marcy Bennett. Marcy is a veteran teacher with proven track record. She has taught EBD. Both EBD teachers are new to Sandy Lane

L.N. and A.V. will be mentored by Charissa Chandler, a dynamic teacher with proven student success. Both LN and A.V. are new to second grade

A.S. will be mentored by Meghan Greeson, with specific focus on journaling, formative assessments, and intermediate curriculum.

T.C. will be mentored by Amanda Berglund, Amanda is an excellent kindergarten teacher and T.C. is new to kindergarten

C. L will be mentored by Shannon Riek. Shannon is an excellent teacher and successfully mentored kindergarten teachers last year. CL is new to kindergarten and she is a second year teacher.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).

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

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

The MTSS team, (formerly SBLT) will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify

students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, evaluate implementation, make decisions, and practice new processes and align resources (human resources and material resources.) Core instruction will be monitored by weekly assessments aligned to what was taught. Every Monday the teams will send in their weekly Core Data. This data will be complied by an MTSS member and will be presented at Wednesday's 7:05 meeting. The team will look for patterns and will monitor the percent of students meeting the expected levels of performance. Prior to MTSS, grade level teams will review their data in PLC's and will revise plans based off of the data. They will assess any needs and the team leader will bring those needs/requests to the MTSS team.

We follow the problem solving process.

This involves: Define what it is that we want students/educators/systems to know and be able to do. Step 2: Identify possible reasons why the desired goal(s) is not being attained. Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2). Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

Some important things to consider when using a data-based problem-solving model: 1. A problem-solving model provides the structure to identify, develop, implement

and evaluate strategies to accelerate the performance of ALL students. 2. The use of scientifically based or evidence-based practices should occur

whenever possible. 3. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the

instruction/intervention plan. 4. The problem-solving process is applicable to all three tiers of instruction and intervention.

Following that process a school wide Tier 1 plan will be put into place, complete with an action plan identifying action steps, persons responsible with a time line and data collection and monitoring effectiveness of the plan in place.

A big aspect of the problem solving process is the opportunity to examine the interaction between the instruction, curriculum, learning environment and learner(s) in order to identify a discrepancy and subsequently identify an intervention to close the gap. Our focus is on the Instruction, curriculum, and environment first. The learner domain is the last to consider and should not be addressed until the instruction and curriculum are appropriate and the environment is positive. If discrepancies in these areas are not resolved first, interventions in the learner domain alone are not likely to succeed. What Our MTSS team also identifies, based off of data, areas where additional support, Tier 2 is needed. The MTSS roles out the Tier I which is expected to be implemented in all classes.

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

Facilitator – generates agenda and leads team discussions (CLIFTON)

• Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data

• Instructional Coach – Data collection for ongoing progress monitoring/ brokers technology necessary to manage and display data/

• Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access (Karlesky)

• Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda(TBD)

The Principal provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

Administration/Instructional Coaches (Reading/Math) Behavior Specialist- Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening that provide early intervening services for children to be considered "at Risk"; assists in the delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data

collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. IN addition to providing interventions, school social worker continue to link- child serving and community agencies to the schools and families to support the child's academic, emotional, behavior, and social issues. Shares attendance data

ESE VE/EI – Participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching. In addition supports the monitoring of Tier I, Tier II intervention plans.

Guidance Counselor- Manages 504's, schedules 504 meetings, updates team on guidance lessons and school/student needs Liaison with county, state, and federal agencies. Supports the monitoring of Tier 1 and Tier 2 intervention plans. Implementation of Tier 1 and Tier 2 for behavior

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

Frequent review of action plan that was written based off of problem solving process. The team asks: Are we meeting our set dates for reviews, implementation and review? Monthly reporting status to the entire faculty on implementation and the focus of the MTSS. Feedback and input regarding process is gained at that time.

The SIP committees meet monthly to review progress and implementaiton of SIP. The committee shares feedback, observation and recommendation of that review to the MTSS. During the MTSS meetings, the SIP targets (action steps) are reviewed.

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)

We were able to make improvements and set new systems in place within the 2012-2013 school improvement plan. Many of MTSS Leadership Team members met multiple times to help develop the plan and its implementation. The members provided data on Tier 1, 2, and 3 students.

Baseline data: Progress monitoring and reporting network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading DAR

Progress Monitoring: PMRN, DIBELS, FAIR, FOCUS, (FCAT Explorer)

Midyear: FAIR, DAR

Diagnostic Assessment: DAR

End of Year: FAIR, FCAT Weekly Walkthrough data (Student engagement/cognitive complexity) / CHAMPS walkthrough data/ Behavior call data/ Referral/Incident report data/

CORE Data was collected weekly based off of student learning for the week instruction was taught. The data was compiled by teacher and by grade level and displayed in Excell. The MTSS was able to monitor which classes and grade levels were meeting the weekly targets. From there the problem solving process was implemented to address identified areas of need. The core data monitored was for reading and math. Ongoing progress monitoring of the "shark reading frenzy" is planned and dates are set based off of the students' beginning reading scores. Dates for review by MTSS are built around the running record assessment for that additional hour in reading. The use of learning progression scales and rubrics will occur in all core subjects; both students and teachers will use the scales to measure progress of student learning. Monthly, work with scales will be reviewed by the MTSS team utilizing student work protocols.

For supplemental instruction, teachers will use formative assessments and learning progression scales to measure growth. This will be done throughout the instructional week; data will be reviewed through PLC's. Additionally, for reading, running records will be used to monitor growth. For math, the ST math program data will be utilized to identify needed areas for support and re-teaching.

For intervention, the diagnostician and RTI coach will work through problem solving process to select the appopriate monitoring tool. This is monitored by the weekly SAT (student achievement team) meetings and will be reviewed monthly at MTSS.

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

Ongoing professional development with staff through monthly meetings and weekly staff updates. Additionally, support will be given to the PLC's to assist the teams with the problem solving process. Staff will be encouraged to take the online course about MTSS. Capacity is being built by having team leaders as members on the MTSS team and by providing them ongoing training in the problem solving process. Making sure they are familiar with understanding behind the process, how to use the tools, and that frameworks such as RIOT/ICEL are a part of their way of thinking and problem solving. The team leaders are trained in the problem solving process and are given access to resources to help support the implementation of the MTSS process in their grade levels and in their classroom.

Increased Learning Time/Extended Learning Opportunities

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: 8

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

Strategy Description
Our Title I hourly teachers will work with students from 3:35 until 4:15 everyday Monday through Friday. They will focus on math and reading based off of student needs. The researched based strategies will include ST math, guided reading, and skill specific groups based off of needs. This is offered for our retained students, and our Level 1 and 2 students.
Additionally, teachers will work with level 4 and 5 students on enrichment activities. The students will work on a STEM project based off of their interest and their reading level

How is data collected and analyzed to determine the effectiveness of this strategy?
Use of student rubrics
ST Data
Running Records

Who is responsible for monitoring implementation of this strategy?
Nicole Clifton, Principal
Melanie Dedert, Assistant Principal
Marcy Bennett, MTSS Coach
Extended Learning providers

Strategy: Weekend Program

Minutes added to school year: 0

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

Strategy Description
TBD

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

Who is responsible for monitoring implementation of this strategy?
TBD

Strategy: Extended Day for All Students

Minutes added to school year: 10

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Daily instruction provided in classroom from 2:35-3:35 utilizing Jan Richardson's Guided Reading and the Daily 5 along with frequent formative assessments.

How is data collected and analyzed to determine the effectiveness of this strategy?
Running record data, FAIR data, walkthrough data and any other pertinent information related to this hour of instruction.

Who is responsible for monitoring implementation of this strategy?
Nicole Clifton, Principal
Melanie Dedert, Assistant Principal
Marcy Bennett, MTSS Coach
Extended Learning providers

Literacy Leadership Team (LLT)

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

Name	Title
Nicole Clifton	Principal
Melanie Dedert	Assistant Principal
Mary Mahoney	Teacher/1
Anne Harkins	Teacher/VE
Marion Reynolds	Teacher/2
Janine Warner	Teacher/K
Pam Pearson	Chair/Teacher
Tiffany Madison	Reading Coach
Barb Bubolo	Teacher/5
Lynn Duncan-Day	Teacher/3
Sarah Karlesky	Teacher/4
Tanya Clark	Teacher/K
Lisa Harris	Teacher/ESE

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
• Meeting monthly as a whole group. Meet in subgroups another time during the month.
• Gathering, analyzing and interpreting school data.
• Establishing goals based on data
• Developing strategies to achieve the goals
• Establishing measures of success
• Supporting teachers in implementing the literacy strategies
• Ensuring literacy remains a priority
• Monitoring and reviewing the implementation
• Celebrating student achievement and staff literacy learning
Literacy Leaders (Reading Coach/RTI Coach/ESE Resource)
• Support teachers in the implementation of state-wide literacy/instructional strategies

What will be the major initiatives of the LLT this year?
Alignment of interventions to core curriculum
Collaboration and analysis of data (FAIR)
Implementation of the Shark Reading Frenzy program. (Additional hour in reading)
To ensure that the K-12 literacy model is being implemented and monitored
Implement a Reading club for primary and intermediate
Battle of the Books implementation targeting
LLI implementation in First grade
K-5 stroll to success implementation

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).
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
An orientation is held in the spring to inform the parents of upcoming Kindergarten students. Resources include meeting the kindergarten teachers, discussing the kindergarten schedule, expectations, and transitions. Parents can visit the classrooms and register their students. 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.

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	25%	No	49%
American Indian				
Asian				
Black/African American	43%	22%	No	48%
Hispanic	41%	27%	No	47%
White	64%	36%	No	68%
English language learners	23%	4%	No	31%
Students with disabilities	30%	19%	No	37%
Economically disadvantaged	42%	25%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	18%	30%
Students scoring at or above Achievement Level 4	24	9%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	78	51%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	78	73%	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	32	69%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	39%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	44	59%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	35%	30%	No	42%
American Indian				
Asian				
Black/African American	31%	24%	No	38%
Hispanic	37%	31%	No	43%
White	53%	36%	No	57%
English language learners	33%	10%	No	39%
Students with disabilities	27%	38%	No	1%
Economically disadvantaged	33%	29%	No	40%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	19%	30%
Students scoring at or above Achievement Level 4	27	11%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	98	67%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	78%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	21%	30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		10
Participation in STEM-related experiences provided for students	300	60%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	185	35%	20%
Students retained, pursuant to s. 1008.25, F.S.	24	5%	2%
Students who are not proficient in reading by third grade	69	78%	40%
Students who receive two or more behavior referrals	50	10%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	5%	2%

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

Currently completing and revising Parent Involvement Plan. Will be completed by September 10, 2013.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
TBD	TBD	TBD%	TBD%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Student achievement will increase in all content areas as measured by the FCAT, when students are engaged in rigorous tasks and assignments aligned with grade level and content area Standards.

Goal #2:
Increase the percentage of students making annual learning gains in math, as measured by FCAT, from 76% to 100%.

Goal #3:
Increase the number of students scoring at a level 3 in or above in Science from 23% to 50% as measured by the Science FCAT.

Goal #4:
We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.

Goal #5:
Increase the number of students scoring a level 4 or 5 on reading, math, and science by 30% in each subject as measured by the FCAT.

Goal #6:
Reduce the student achievement gap by increasing the number of students performing on or above grade level in the following subgroups, Black subgroup from 22% to 48% and the Hispanic subgroup from 27% to 47%as measured by the Reading FCAT.

Goal #7:
Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.

Goal #8:
Increase the number students making annual learning gains in reading from 52 % to 100% as measured by the FCAT.

Goals Detail

Goal #1:	**Student achievement will increase in all content areas as measured by the FCAT, when students are engaged in rigorous tasks and assignments aligned with grade level and content area Standards.**

Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Writing
	• 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
	• Social Studies
	• Science
	• Science - Elementary School
	• STEM
	• STEM - All Levels
	• Parental Involvement
	• EWS - Elementary School
Resources Available to Support the Goal	• On site professional development (schedule that supports coaching and allows time for grade level PLC's.)
	• Full time reading coach.
	• Dedicated, teachers who believe in ongoing professional development to improve instructional practices.
	• Title I funded personnel
	•
Targeted Barriers to Achieving the Goal	• Teachers effectively adjusting instruction to meet the needs of all students.
	• Teachers in-depth knowledge and understanding of the grade level and content area standards.
	• Effective use of data to guide instruction.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Increase the percentage of students making annual learning gains in math, as measured by FCAT, from 76% to 100%.
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	• Math Coach • ST math • Title I hourly Teachers • MTSS coach • New math adoption • LLC team • Common Core Curriculum • Extended Learning Opportunities • Promise Time • Saturday School • Math Coach • Title I hourly Teachers • Additional Teacher in 4th grade to lower TPR • ST Math • MTSS Coach • Extended learning; Promise Time; Saturday School; • Common core; new math curriculum
Targeted Barriers to Achieving the Goal	• Teacher's knowledge and skills in best math practices • Lack of alignment of classroom formative assessments to standards

Plan to Monitor Progress Toward the Goal

Action:
Classroom teachers will conduct ongoing formative assesments. Students will track their progress toward the goals. Teachers will monitor students progress toward the goals. Ongoing progress monitoring to monitor the core instruction will be done weekly.

Person or Persons Responsible:
Classroom teachers, MTSS team

Target Dates or Schedule:
Weekly review of Focus assessments; Teachers will conduct daily formative assessments; Students will track their progress toward mastery of the goals daily.

Evidence of Completion:
Data from ongoing progress monitoring. Student rubrics, student journals Teachers data on student mastery of skills.

Goal #3:	Increase the number of students scoring at a level 3 in or above in Science from 23% to 50% as measured by the Science FCAT.
Targets Supported	• Science • Science - Elementary School • STEM • STEM - All Levels
Resources Available to Support the Goal	• Science Lab • MTSS coach • Saturday School • STEM club
Targeted Barriers to Achieving the Goal	• Consistent implementation of science instruction in all grades K-5 • Number of students reading on grade level

Plan to Monitor Progress Toward the Goal

Action:
Collection of pre and post assessments for each completed lab. Student self scored rubric and teacher scored rubric for each student based off of set scale. Student work/journals Percentage of students who mastered the concept Focus assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
After each lab cycle will be a completed assesssment. Formative assessments will be ongoing.

Evidence of Completion:
Student Rubrics/ Teacher rubrics Graph of overall class progress. Focus assessment scores

Goal #4:	We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.

Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Writing
	• 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
	• Social Studies
	• Science
	• Science - Elementary School
	• Parental Involvement
	• EWS
	• EWS - Elementary School
	• EWS - Graduation
Resources Available to Support the Goal	• Behavior Specialist;
	• Student Services team; Full time social worker, guidance counselor, and MTSS coach
	• PBS; CHAMPS; School Store, Foundations
	• Second Step
	• School Wide Behavior Plan
Targeted Barriers to Achieving the Goal	• Staff being inconsistent with implementation of the school wide behavior plan
	• lack of integration of social skills instruction throughout the day

Plan to Monitor Progress Toward the Goal

Action:
Are students actively engaged in lessons? Students will complete weekly exit slips regarding lesson taught. Is there an essential question for the week? Suspension Data Referral Data

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson plans- essential question identified Engagement data

Goal #5:	**Increase the number of students scoring a level 4 or 5 on reading, math, and science by 30% in each subject as measured by the FCAT.**

Targets Supported •

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- 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
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Extended Learning; Saturday School
- ST math
- Shark Frenzy Reading program
- STEM Club

Targeted Barriers to Achieving the Goal

- Teachers effectively adjusting instruction to meet the needs of all students.

Plan to Monitor Progress Toward the Goal

Action:
MTSS will assess teachers levels of understanding of rubrics/learning progression scales. Increase in use of student data folders Increase in students' taking ownership of their data.

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
Teachers' self assessment will occur in September, in December, and again in March

Evidence of Completion:
Overall percentage for each category on the self assessment sheet provided by the teachers. MTSS notes Rubrics

Goal #6:	**Reduce the student achievement gap by increasing the number of students performing on or above grade level in the following subgroups, Black subgroup from 22% to 48% and the Hispanic subgroup from 27% to 47%as measured by the Reading FCAT.**

Targets Supported	•
	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Writing
	• Science
	• Science - Elementary School
	• STEM
	• STEM - All Levels
	• Parental Involvement
	• EWS
	• EWS - Elementary School
	• EWS - Graduation
	• Additional Targets
Resources Available to Support the Goal	• Extended Learning; Promise Time; Saturday School; Stroll to Success
	• Girlfriends, 5000 Role Models, and STEP
	• Teachers/ Title I teachers/
Targeted Barriers to Achieving the Goal	• Teacher talk outweighing student talk

Plan to Monitor Progress Toward the Goal

Action:
Ongoing progress monitoring Running Record DAZE formative assessments Individual student data folders charting progress Student rubrics and self assessment

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
At scheduled intervals and data review points as identified in the calendar

Evidence of Completion:
Data Results Student data

Goal #7:	**Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.**

Targets Supported	•
	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Writing
	• 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
	• Social Studies
	• Science
	• Science - Elementary School
	• STEM
	• STEM - All Levels
	• Parental Involvement
	• EWS
	• EWS - Elementary School
	• EWS - Graduation
	• Additional Targets
Resources Available to Support the Goal	• Partnership with Clothes to Kids
	• Community Liaison will work with families and children to address their basic needs and will identify any barriers that are presenting

Targeted Barriers to Achieving the Goal	• Teachers accurately reporting absences in a timely manner. • Basic needs met for students to attend school

Plan to Monitor Progress Toward the Goal

Action:
Monitor the number of absences and track if students are missing less than 10% of learning time.

Person or Persons Responsible:
Child Study Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Graphs of absences; Minutes from meetings

Goal #8:	**Increase the number students making annual learning gains in reading from 52 % to 100% as measured by the FCAT.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - CELLA
Resources Available to Support the Goal	• Reading Coach • Title I hourly Teachers • Additional Classroom Teacher in 4th grade to lower class size • Additional Hour of reading instruction • Staff's beliefs that all students can and will achieve and learn at high levels! • Extended Learning Funds • MTSS Coach • Reading materials
Targeted Barriers to Achieving the Goal	• Teacher's knowledge and skill set in implementing the common core. • Instructional strategies

Plan to Monitor Progress Toward the Goal

Action:
Criteria for successful implementation is based off of grade level goals for running records. The criteria will be set by September for each grade level and for each individual student. Goals will be set based off grade level expectations. See Shark F

Person or Persons Responsible:
MTSS Team (SBLT)

Target Dates or Schedule:
Every Two weeks starting in September 3rd; the SBLT December 3rd

Evidence of Completion:
The MTSS team will meet to review data and decide if it is necessary to intensify, modify, or terminate strategies, or modify the goal itself based on data the week of December 3rd. Minutes from meetings Student data--- are their reading levels increasing?

Action Plan for Improvement

Goal #1:	Student achievement will increase in all content areas as measured by the FCAT, when students are engaged in rigorous tasks and assignments aligned with grade level and content area Standards.
Barrier #2:	Teachers in-depth knowledge and understanding of the grade level and content area standards.
Strategy #1 to Overcome the Barrier	Teachers will create learning progression scales for each cycle of work in literacy and math. They will implement the success criteria for science.

Step #1 to Implement Strategy #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Increase the percentage of students making annual learning gains in math, as measured by FCAT, from 76% to 100%.
Barrier #1:	Teacher's knowledge and skills in best math practices
Strategy #1 to Overcome the Barrier	Teachers will create a participatory classroom environment during the uninterrupted 60 minute math block.

Step #1 to Implement Strategy #1

Action:
Classroom teachers will implement an uninterrupted 60 minute math block daily implementing mathematical best practices including; talk moves; differientiation; number talks; and engaging students in the appropriate mathematical practices throughout instruction .

Person or Persons Responsible:
Every Classrom Teacher

Target Dates or Schedule:
Daily beginning August 19th

Evidence of Completion:
Lesson Plans Daily Walkthroughs Classroom Instruction Student Work Observation

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

Action:
Walkthroughs will be conducted during the math block to ensure instruction is for 60 minutes. Lesson Planning with teams/ common planning will be done as teams using data to guide that planning. Coaching cycle will be implemented to assist with effective mathematical instructional practices. Evidence of number talks; planned talk moves; 8 mathematical practices in lesson plans.

Person or Persons Responsible:
Math Coach, MTSS coach, Team leaders, Administration

Target Dates or Schedule:
Ongoing Weekly

Evidence of Completion
Coaches logs PLC minutes Walkthrough/observations logs Lesson Plans

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

Action:
Data to be collected includes: Was instruction bell to bell for the 60 minutes? Were students engaged? Was instruction aligned to the common core? What strategies were implemented?

Person or Persons Responsible:
Math Coach/ Principal and Assistant Principal

Target Dates or Schedule:
Ongoing weekly

Evidence of Completion:
Data collection notes/forms CHAMPS, student engagement forms Lesson planning Student work

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

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Increase the percentage of students making annual learning gains in math, as measured by FCAT, from 76% to 100%.
Barrier #2:	Lack of alignment of classroom formative assessments to standards
Strategy #1 to Overcome the Barrier	Ongoing professional development of common core standards and how to effectively use formative assessments.

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

Action:
Math coach will deliver ongoing professional development for teachers. Implement coaching cycle in all grades K- 5

Person or Persons Responsible:
Math coach

Target Dates or Schedule:
Every other week at Tuesday morning meetings. Weekly in PLC's for lesson planning

Evidence of Completion:
Coaches log Teachers implementation of common core in instruction. Minutes from PLC's Minutes from pd Master calendar

Facilitator:
Kevin Larkin

Participants:
Math coach

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

Action:
Clifton and Dedert will participate in the trainings. Classroom Walkthroughs sign in sheets

Person or Persons Responsible:
Clifton/Dedert

Target Dates or Schedule:
Based off of scheduled trainings/PLC's and inclass coaching

Evidence of Completion
Coaching calendar Minutes walkthroughs

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

Action:
Exit out the door slips for teachers. Needs assessment completed Level of implementation and understanding completed by teacher at monthly intervals Increase in the alignment of formative assessments to standards Improvement in student work/product

Person or Persons Responsible:
Math Coach/ Principal and Assistant Principal

Target Dates or Schedule:
Ongoing after each professional development; monthly for student work; weekly in PLC's

Evidence of Completion:
Formative assessments Student work walkthrough data student data increase in teacher understanding and implementation

Goal #3:	Increase the number of students scoring at a level 3 in or above in Science from 23% to 50% as measured by the Science FCAT.
Barrier #1:	Consistent implementation of science instruction in all grades K-5
Strategy #1 to Overcome the Barrier	3rd through 5th grade teachers will implement the lab lessons and follow the lab schedule with fidelity. Success with Science technology will be used as a part of the science lab.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Lab scheduled will be created and communicated to teachers. Lead science teachers will set up lab activities and provide feedback after first lessons.

Person or Persons Responsible:
3rd through 5th grade teachers/ Clifton

Target Dates or Schedule:
Following science lab implementaiton scheduled provided by the science department starting week of September 9, 2013

Evidence of Completion:
Lesson Plans Science journals Observations Walkthroughs

Facilitator:
Science Lead District Science Coach MTSS coach

Participants:
3rd through 5th grade teachers/ Clifton

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

Action:
The lead teacher for each grade will ensure proper set up for lab. They will monitor use of the materials and will meet in PLC's to discuss what is going well and what needs to be improved. Clifton and Dedert will conduct walkthroughs and observation

Person or Persons Responsible:
Science Lead Teacher in each grade MTSS coach/ Dedert/ Clifton

Target Dates or Schedule:
Ongoing based off of lab schedule

Evidence of Completion
PLC minutes Evidence of lab use of materials Observation notes

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

Action:
Student engagement data collection. Students' work and ratings on rubrics Was the full time of the lab used each week? Was engagement in the lesson rather than set up of lab? Were students able to complete the lessons in the time given?

Person or Persons Responsible:
MTSS coach/ Clifton /Dedert

Target Dates or Schedule:
During set lab times for 3rd, 4th, and 5th grade

Evidence of Completion:
Data collection feedback Student engagement data Student work Student rubrics

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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

Action:
Walkthrough during Science Block Are students engaged? Is the learning goal posted? Is student learning evident? Is it aligned to grade level goals? Are best practices being implemented?

Person or Persons Responsible:
Clifton/ Dedert/ MTSS coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Observation notes Lesson Plans Student work/Journaling

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

Action:
Review of collected data and student work. Are learning gains evident? Is engagement high during science minutes? Is there evidence that science concepts are integrated throughout the day?

Person or Persons Responsible:
Teachers/ MTSS team/ MTSS team member will compile data for review for team

Target Dates or Schedule:
Bi Monthly during SBLT/ Additonally, teachers will review effectiveness during PLC's

Evidence of Completion:
MTSS minutes PLC minutes Student work--- is there an increase in mastery of concepts/

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.
Barrier #1:	Staff being inconsistent with implementation of the school wide behavior plan
Strategy #1 to Overcome the Barrier	Second Step implemented daily with class meetings.

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

Action:
Implement class meetings and second step instruction daily.

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Lesson Plans Second Step charts Student folders

Facilitator:
Behavior Specialist

Participants:
Classroom Teachers

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

Action:
Is a learning goal posted for second step? Is the teacher implementing during the given time? Are all the components of second step implemented?

Person or Persons Responsible:
Behavior Specialist

Target Dates or Schedule:
Weekly

Evidence of Completion
Walkthrough forms (CHAMPS engagement form) Second Step checklist

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

Action:
The behavior coach, the principal and assistant principal will collect data utilizing the second step checklist. The principal and assistant principal will compile a percentage of the number teachers that consistently implement second step and class mee

Person or Persons Responsible:
Foundations team

Target Dates or Schedule:
Fourth Wednesday of the month at 7:35.

Evidence of Completion:
Minutes from meeting Data from checklist and implementation percentage Feedback from teachers.

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

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Increase the number of students scoring a level 4 or 5 on reading, math, and science by 30% in each subject as measured by the FCAT.
Barrier #1:	Teachers effectively adjusting instruction to meet the needs of all students.
Strategy #1 to Overcome the Barrier	Integrate student self-assessment, goal setting, and reflection of progress toward perfomance levels using an appropriate rubric for each ledarning goal

Step #1 to Implement Strategy #1

Action:
Differentiate instruction; Communicated clear learning goals and provide rubrics with a scale exceeding expecatation to measure their progress toward the goals. Co-Teach and implement practices that assist all students in reaching high levels.

Person or Persons Responsible:
Teachers including gifted teacher

Target Dates or Schedule:
Daily in the classrooms

Evidence of Completion:
learning goals and rubrics are evident and in use by studnets. Students can communicate the learning goals and understand their progress toward those goals. The rubrics are set higher than the expected standard.

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

Action:
Administration will look for evidence of completion during walkthroughs and by having conversations with students. MTSS will review Scales and students' progression toward those scales.

Person or Persons Responsible:
Adminstration and MTSS team

Target Dates or Schedule:
Walkthroughs will occur daily MTSS will review rubrics monthly.

Evidence of Completion
Copies of rubrics/ Minutes from MTSS Walkthrough notes

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

Action:
Students will set goals and will keep a data folder to track their progress toward those goals.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
Student data folders. Lesson Plans

Goal #6:	Reduce the student achievement gap by increasing the number of students performing on or above grade level in the following subgroups, Black subgroup from 22% to 48% and the Hispanic subgroup from 27% to 47%as measured by the Reading FCAT.
Barrier #2:	Teacher talk outweighing student talk
Strategy #1 to Overcome the Barrier	Teachers will actively engage students in learning. Teachers will implement high effect size strategies effectively while maintaining a high level of rigor; Teachers will address multiple learning styles. Teachers will ensure that student talk outweighs teacher talk by utilizing talk moves; turn and talks; and having prepared higher order questions. Teachers will employ high level questioning and thinking strategies. Students will collaborate and engage in meaningful, productive classroom discussion centered on worthwhile content daily.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Create a professional development calendar based needs assessment, data, and district initiatives.

Person or Persons Responsible:
MTSS, Coaches, Administration, Teachers

Target Dates or Schedule:
Developed in August and revised based on problem solving.

Evidence of Completion:
P.D. Calendar MTSS notes

Facilitator:
Clifton/ All coaches/MTSS

Participants:
PD participants.

Step #2 to Implement Strategy #1

Action:
Teachers will implement high effect size strategies based off of professional development opportunities.

Person or Persons Responsible:
Classroom teachers

Target Dates or Schedule:
Daily in classrooms.

Evidence of Completion:
walkthrough data, lesson plans, evidence of use of high effect size strategies (ie. student work)

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

Action:
Walkthrough Feedback. Look fors: Who is doing most of the talking? Are students engaged in high levels of thinking? ARe high effect size strategies in place and used effectively? What type of questions are being asked? Are students' passive learning.

Person or Persons Responsible:
Clifton and Dedert

Target Dates or Schedule:
Daily during walkthroughs. Also, during planned observations

Evidence of Completion
Walk through notes Lesson Plans

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

Action:
Percentage of classrooms implementing high effect size strategies on a regular basis. Walkthrough data on percent of time higher level questions are being asked. Student engagement data- focusing on passive vs active

Person or Persons Responsible:
Clifton/ Dedert/ MTSS team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Data Results.

Goal #7:	Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.
Barrier #1:	Teachers accurately reporting absences in a timely manner.
Strategy #1 to Overcome the Barrier	Process for absences implemented with fidelity.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Will complete attendance daily by 9:30 Will call parents when students are absent two days in a row or when they have reached 3 absences in a month. Will follow the process for reporting absences to the social worker.

Person or Persons Responsible:
All classroom teachers

Target Dates or Schedule:
Professional Development will occur in preschool (August 2013) and will be reviewed through weekly updates as well as on an as needed basis.

Evidence of Completion:
Attendance in Focus Parent contact in Focus Emails to social worker

Facilitator:
Clifton/Social Worker/DMT

Participants:
All classroom teachers

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

Action:
Will track attendance in focus and compare to teachers' emails and follow up phone calls as evidenced in Focus parent communication section.

Person or Persons Responsible:
Child Study Team

Target Dates or Schedule:
Bi weekly

Evidence of Completion
Meeting minutes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:
Review if process is being followed, amount of time it is taken to do using current process.

Person or Persons Responsible:
CST and MTSS teams

Target Dates or Schedule:
Monthly

Evidence of Completion:
Minutes

Goal #7:	Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.
Barrier #1:	Teachers accurately reporting absences in a timely manner.
Strategy #2 to Overcome the Barrier	Child Study Team monitors processes for taking attendance, following up with absences, and monitors student absences.

Step #1 to Implement Strategy #2

Action:
Meet weekly to review absences Review parent contact logs made by teachers Review emails/alerts from teachers Provide professional development on process for taking attendance, reporting absences, calling parents, and reporting absent concerns.

Person or Persons Responsible:
Child Study Team

Target Dates or Schedule:
Every Monday at 10:00

Evidence of Completion:
Minutes from CST

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:
Track absence data Follow up with teachers regarding reporting procedures Follow up with parents and students regarding absences Follow procedures for notifying parents regarding absence concerns Plan for CST meetings, keep accurate data and notes of

Person or Persons Responsible:
Attendance Specialist and Social Worker

Target Dates or Schedule:
Weekly monitoring of data; weekly at Monday CST meetings; PD provided as needed at Staff meetings; Meetings with teachers during planning time

Evidence of Completion
Minutes from CST meeting Absence data Notes from meeting with teachers

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #7

Action:
Number of teachers taking attendance by 9:30 each day. Number of teachers following the reporting processes for follow up on student absences. CST follow up; are students' absences decreasing as a result of follow through from CST?

Person or Persons Responsible:
Attendance Specialist

Target Dates or Schedule:
Bi Monthly during CST meetings (Mondays at 10:00)

Evidence of Completion:
Minutes from meetings. Decrease in attendance

Action Step(s) Missing for Goal #7, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #7:	Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.
Barrier #3:	Basic needs met for students to attend school
Strategy #1 to Overcome the Barrier	Provide a Title I Family Resource center

Step #1 to Implement Strategy #1 - Budget Item

Action:
Claudia will run the family resource center. She will ensure that parents have access to needed information and will be welcomed into the school. Claudia will meet with families to address their needs and to help identify any barriers to students attending school.

Person or Persons Responsible:
Claudia MacKenzie

Target Dates or Schedule:

Evidence of Completion:
Family Resource Center Sign in to Family Resource Center

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Claudia will be our contact with Clothes to Kids. She will follow the process for identifying students who need to services of Clothes to Kids.

Person or Persons Responsible:
Clothes to Kids Partnership

Target Dates or Schedule:
Weekly

Evidence of Completion:
Number of students receiving services from Clothes to Kids. Increase in staff awareness of what Clothes to Kids is.

Facilitator:
Clifton Jennifer Jacobs

Participants:
Clothes to Kids Partnership

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #7

Action:
Monitor that the Title I family resource center and the partnership with CTK are being implemented.

Person or Persons Responsible:
Nicole Clifton

Target Dates or Schedule:
Monthly

Evidence of Completion
Minutes from meetings with CTK employees. Title I family resource log.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #7

Action:
Number of students access CTK Number of families utilizing Title I family Resource Center

Person or Persons Responsible:
Claudia

Target Dates or Schedule:
Monthly

Evidence of Completion:
Reports of access of both the resource center and CTK Increased attendance.

Action Step(s) Missing for Goal #7, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #8:	Increase the number students making annual learning gains in reading from 52 % to 100% as measured by the FCAT.
Barrier #1:	Teacher's knowledge and skill set in implementing the common core.
Strategy #1 to Overcome the Barrier	Ongoing professional development of guided reading utilizing the Jan Richardson Reading Routine.

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

Action:
Provide professional development on the guided reading routine.

Person or Persons Responsible:
Reading Coach

Target Dates or Schedule:
Pre-School and ongoing

Evidence of Completion:
Coaching logs; walk through evidence. Teachers' implementation of guided reading.

Facilitator:
Madison

Participants:
Reading Coach

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Provide opportunities for fish bow/lesson study for grade levels

Person or Persons Responsible:
Reading Coach/ Clifton/Dedert

Target Dates or Schedule:
Dates to be determined; For 5th grade- September 10 For 3rd Grade- September 11

Evidence of Completion:
Evidence of implementation by teachers. Walkthrough data Running Record Data

Facilitator:

Participants:
Reading Coach/ Clifton/Dedert

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
Walktrhoughs Observations of the small group Lesson Plans Coaches feedback and observation cycle

Person or Persons Responsible:
Clifton/Dedert Reading Coach RTI Coach

Target Dates or Schedule:
Ongoing weekly during 90 minute block, stroll, and shark frenzy

Evidence of Completion
Lesson Plans Data chats Walkthrough sheets Coaching Log

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
Data Reviews Ongoing progress monitoring utilizing running records PLC's (grade level teams) will review the data and effectiveness of the small group instruction.

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
Twice a Month for MTSS; At intervals based off of dates of running record assessments

Evidence of Completion:
Data Graphs Minutes from SBLT Minutes from PLC

Goal #8:	Increase the number students making annual learning gains in reading from 52 % to 100% as measured by the FCAT.
Barrier #1:	Teacher's knowledge and skill set in implementing the common core.
Strategy #2 to Overcome the Barrier	Implement the "shark reading frenzy" daily from 2:35 until 3:35. This incorporates guided reading and the cafe 5.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Provide professional development on the Daily 5 and CAFE implmentation.

Person or Persons Responsible:
Adminstration District Trainers

Target Dates or Schedule:
Pre-school (August, 2013) September 10 and 12

Evidence of Completion:
Sign in sheets Power point Notes from meetings

Facilitator:

Participants:
Adminstration District Trainers

Step #2 to Implement Strategy #2

Action:
Implement the Shark Frenzy daily for 60 minutes. Utilize the Daily 5 and Cafe structure. Implement the Jan Richardson Guided reading routine.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Starting August 19th from 2:35 until 3:35.

Evidence of Completion:
Lesson Plans Shark Frenzy student folders with goal settings and daily log

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #8

Action:
Daily walkthroughs during Shark Frenzy. Look Fors: Are students actively engaged in reading activities? Is the teacher actively engaged with students? Is there evidence that the Cafe 5 and guided reading being implemented? Do students know the p

Person or Persons Responsible:
Clifton and Dedert

Target Dates or Schedule:
Daily during the 2:35 until 3:35 Shark Frenzy reading time

Evidence of Completion
Walkthrough checklist Shark Frenzy "Look For" feedback Observation notes

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #8

Action:
Clifton/Dedert will collect walkthrough data; engagement data during Shark Frenzy and Guided Reading data Running Record data will be collected Teacher feedback will be collected regarding implementation

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
Data will be reviewed during scheduled SBLT meetings. Week of September 23rd, meet with teams to discuss implementaiton, what's working well, areas for improvement. Also, December 3rd, review of entire process of running records and implementation.

Evidence of Completion:
Notes from meetings Walkthrough data Lesson plans Running record completion

<p style="color:red; text-align:center">Action Step(s) Missing for Goal #8, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it</p>

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #8

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #8

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Coordination and Integration

<p style="color:red">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).
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).</p>

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

Title I Part A funds provide supplemental services and resources to improve teaching and learning in the district's highest poverty schools. Designated Title I funds are set aside for Parental Involvement, Public School

Choice Options, Professional Development, Highly Qualified Teachers, and support for Homeless and Neglected/Delinquent students. Title I services are coordinated and integrated with other resources through the

Office of Curriculum and Instruction, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

N/A in Pinellas

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. Funds are targeted to support continuous education services to students in neglected

and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds for staff development to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by

Differentiated Accountability, in some of the district's lowest performing schools.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The district receives funds to provide resources (social workers, a resource teacher, tutoring, and literacy backpacks) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers

for a free and appropriate education. A portion of Title I funds is also set aside to provide services to homeless students.

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I funds to provide extended learning opportunities for students during and after the regular school year.

Violence Prevention Programs

N/A

Nutrition Programs

Housing Programs

N/A

Head Start

Title I funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a

successful start to school.

Adult Education

N/A

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Professional Development

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

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

Goal #2: Increase the percentage of students making annual learning gains in math, as measured by FCAT, from 76% to 100%.

Barrier #2: Lack of alignment of classroom formative assessments to standards

Strategy #1: Ongoing professional development of common core standards and how to effectively use formative assessments.

Action Step #1: Math coach will deliver ongoing professional development for teachers. Implement coaching cycle in all grades K- 5

Facilitator leader
Kevin Larkin

Participants
Math coach

Target dates or schedule
Every other week at Tuesday morning meetings. Weekly in PLC's for lesson planning

Evidence of Completion and Person Responsible for Monitoring
Coaches log
Teachers implementation of common core in instruction.
Minutes from PLC's
Minutes from pd
Master calendar
(Person Responsible: Math coach)

Goal #3: Increase the number of students scoring at a level 3 in or above in Science from 23% to 50% as measured by the Science FCAT.

Barrier #1: Consistent implementation of science instruction in all grades K-5

Strategy #1: 3rd through 5th grade teachers will implement the lab lessons and follow the lab schedule with fidelity. Success with Science technology will be used as a part of the science lab.

Action Step #1: Lab scheduled will be created and communicated to teachers. Lead science teachers will set up lab activities and provide feedback after first lessons.

Facilitator leader
Science Lead District Science Coach MTSS coach

Participants
3rd through 5th grade teachers/ Clifton

Target dates or schedule
Following science lab implementaiton scheduled provided by the science department starting week of September 9, 2013

Evidence of Completion and Person Responsible for Monitoring
Lesson Plans
Science journals
Observations
Walkthroughs
(Person Responsible: 3rd through 5th grade teachers/ Clifton)

Goal #4: We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.

Barrier #1: Staff being inconsistent with implementation of the school wide behavior plan

Strategy #1: Second Step implemented daily with class meetings.

Action Step #1: Implement class meetings and second step instruction daily.

Facilitator leader
Behavior Specialist

Participants
Classroom Teachers

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Lesson Plans
Second Step charts
Student folders
(Person Responsible: Classroom Teachers)

Goal #6: Reduce the student achievement gap by increasing the number of students performing on or above grade level in the following subgroups, Black subgroup from 22% to 48% and the Hispanic subgroup from 27% to 47%as measured by the Reading FCAT.

Barrier #2: Teacher talk outweighing student talk

Strategy #1: Teachers will actively engage students in learning. Teachers will implement high effect size strategies effectively while maintaining a high level of rigor; Teachers will address multiple learning styles. Teachers will ensure that student talk outweighs teacher talk by utilizing talk moves; turn and talks; and having prepared higher order questions. Teachers will employ high level questioning and thinking strategies. Students will collaborate and engage in meaningful, productive classroom discussion centered on worthwhile content daily.

Action Step #1: Create a professional development calendar based needs assessment, data, and district initiatives.

Facilitator leader
Clifton/ All coaches/MTSS

Participants
PD participants.

Target dates or schedule
Developed in August and revised based on problem solving.

Evidence of Completion and Person Responsible for Monitoring
P.D. Calendar
MTSS notes

(Person Responsible: MTSS, Coaches, Administration, Teachers)

Goal #7: Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.

Barrier #1: Teachers accurately reporting absences in a timely manner.

Strategy #1: Process for absences implemented with fidelity.

Action Step #1: Will complete attendance daily by 9:30 Will call parents when students are absent two days in a row or when they have reached 3 absences in a month. Will follow the process for reporting absences to the social worker.

Facilitator leader
Clifton/Social Worker/DMT

Participants
All classroom teachers

Target dates or schedule
Professional Development will occur in preschool (August 2013) and will be reviewed through weekly updates as well as on an as needed basis.

Evidence of Completion and Person Responsible for Monitoring
Attendance in Focus

Parent contact in Focus

Emails to social worker
(Person Responsible: All classroom teachers)

Barrier #3: Basic needs met for students to attend school

Strategy #1: Provide a Title I Family Resource center

Action Step #2: Claudia will be our contact with Clothes to Kids. She will follow the process for identifying students who need to services of Clothes to Kids.

Facilitator leader
Clifton Jennifer Jacobs

Participants
Clothes to Kids Partnership

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Number of students receiving services from Clothes to Kids.

Increase in staff awareness of what Clothes to Kids is.
(Person Responsible: Clothes to Kids Partnership)

Goal #8: Increase the number students making annual learning gains in reading from 52 % to 100% as measured by the FCAT.

Barrier #1: Teacher's knowledge and skill set in implementing the common core.

Strategy #1: Ongoing professional development of guided reading utilizing the Jan Richardson Reading Routine.

Action Step #1: Provide professional development on the guided reading routine.

Facilitator leader
Madison

Participants
Reading Coach

Target dates or schedule
Pre-School and ongoing

Evidence of Completion and Person Responsible for Monitoring
Coaching logs; walk through evidence.
Teachers' implementation of guided reading.
(Person Responsible: Reading Coach)

Action Step #2: Provide opportunities for fish bow/lesson study for grade levels

Facilitator leader

Participants
Reading Coach/ Clifton/Dedert

Target dates or schedule
Dates to be determined; For 5th grade- September 10 For 3rd Grade- September 11

Evidence of Completion and Person Responsible for Monitoring
Evidence of implementation by teachers.
Walkthrough data
Running Record Data
(Person Responsible: Reading Coach/ Clifton/Dedert)

Strategy #2: Implement the "shark reading frenzy" daily from 2:35 until 3:35. This incorporates guided reading and the cafe 5.

Action Step #1: Provide professional development on the Daily 5 and CAFE implmentation.

Facilitator leader

Participants
Adminstration District Trainers

Target dates or schedule
Pre-school (August, 2013) September 10 and 12

Evidence of Completion and Person Responsible for Monitoring
Sign in sheets
Power point
Notes from meetings
(Person Responsible: Adminstration
District Trainers)

Budget

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Resource Type and Funding Source

Resource Type	Personnel	Evidence-Based Program	Total
District and Title I school based funds (1 hour a day for 180 days)	$0	$0	$0
District Title I Funds	$0	$0	$0
School based Title I budget	$0	$0	$0
Title 1	$0	$0	$0
Total	$0	$0	$0

Budget Detail

Goal #2: Increase the percentage of students making annual learning gains in math, as measured by FCAT, from 76% to 100%.

Barrier #2: Lack of alignment of classroom formative assessments to standards

Strategy #1: Ongoing professional development of common core standards and how to effectively use formative assessments.

Action Step #1: Math coach will deliver ongoing professional development for teachers. Implement coaching cycle in all grades K- 5

Resource Type	Evidence-Based Program
Resource	Math Coach funded 1/2 time
Funding Source	School based Title I budget
Amount Needed	$0

Goal #4: We will increase the amount of class learning time by decreasing the percentage of out of school suspensions by 10%.

Barrier #1: Staff being inconsistent with implementation of the school wide behavior plan

Strategy #1: Second Step implemented daily with class meetings.

Action Step #1: Implement class meetings and second step instruction daily.

Resource Type	Personnel
Resource	MTSS coach
Funding Source	Title 1
Amount Needed	

Goal #7: Decrease, by 10%, the amount of lost learning time due to student absences; decreasing from 35% to 25%.

Barrier #3: Basic needs met for students to attend school

Strategy #1: Provide a Title I Family Resource center

Action Step #1: Claudia will run the family resource center. She will ensure that parents have access to needed information and will be welcomed into the school. Claudia will meet with families to address their needs and to help identify any barriers to students attending school.

Resource Type	Personnel
Resource	Community Involvment Liaison
Funding Source	District and Title I school based funds (1 hour a day for 180 days)
Amount Needed	

Goal #8: Increase the number students making annual learning gains in reading from 52 % to 100% as measured by the FCAT.

Barrier #1: Teacher's knowledge and skill set in implementing the common core.

Strategy #1: Ongoing professional development of guided reading utilizing the Jan Richardson Reading Routine.

Action Step #1: Provide professional development on the guided reading routine.

Resource Type	Personnel
Resource	Reading Coach
Funding Source	District Title I Funds
Amount Needed	$0