FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 4491 - Tarpon Springs Elementary School

District: 52 - Pinellas

Principal: Lakisha Falana S

SAC Chair: Tina Chagaris

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

Last Modified on: 10/28/2013

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

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Phone Number:	727-943-5500	
Web Address:	http://www.tarpon-es.pinellas.k12.fl.us	
Email Address:	4491.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	78%			
Minority:	47%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	C	B	C	B

Current School Status
School Information
School-Level Information
School Tarpon Springs Elementary School
Principal's name Lakisha Falana S
School Advisory Council chair's name Tina Chagaris
Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lakisha Falana	Principal
Mary Klein Wheeldon	Assistant Principal
Joanne Solowey	Guidance
Olivia McAnuff	Response to Invention Coach
Dale Milne	Behavior Specialist
Theresa Christopher	Social Worker
Sharon Headley	Psychologist

District-Level Information
District Pinellas
Superintendent's name Dr. Michael A Grego
Date of school board approval of SIP 09/24/2013
School Advisory Council (SAC) This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe the membership of the SAC including position titles Tina Chagaris, Parent-SAC Chairperson Donna Caplinger, Secretary Lakisha Falana, Principal Olivia McAnuff, RtI Coach Chris Rondeau, Teacher Todd Belair, Head Plant Operator David Bolton, Parent Derrek DeCan, Parent Melody Day, Parent Darlene Johnson, Parent Kim Lorello, Parent Nancy Gorby, Community Representative Matt Geer, SRO-Tarpon Springs Police-Community Representative Alvin Quinones, Tarpon Springs Police-Community Representative
Describe the involvement of the SAC in the development of this school improvement plan The role of the School Advisory Council is to work collaboratively towards improving social, educational and communication efforts between home, school and the community in an effort to increase student achievement. Our SAC previews our SIP and approves it on an annual basis.
Describe the activities of the SAC for the upcoming school year

-Update on Site Safety and school wide processes
- Help develop opportunities to support family and community involvement
- Collaborate with Administration on the various school wide initiatives

Describe the projected use of school improvement funds and include the amount allocated to each project
SIP funds will benefit professional development opportunities for teachers and extra curricular academics for students. The amount allocated will be determined according to the funds received.

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

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

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

Administrators

 # Administrators 2

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

Administrator Information:

Lakisha Falana S

Principal	Years as Administrator: 7	Years at Current School: 2
Credentials	University of South Florida, Masters, Ed. Leadership B.S, Elementary Education, Florida State University	
Performance Record	Principal, Tarpon Springs Elementary in 2013-13, Grade C. Reading Mastery 50%, Math mastery 44%, Writing Mastery 70%, Science mastery 31%. In 2011-12, Grade B. Reading mastery 50%, Math Mastery 46%, Writing Mastery 89%, Science Mastery 34%. AP, Ridgecrest ES in 2010-2011 Grade B, Reading Mastery 79%, Math Mastery 80%, Science Mastery 69%, Writing Mastery 93%; AYP 52% of lowest 25% made learning gains in math, 43% or lowest 35% made learning gains in reading. AYP was not made in reading or math.	

Mary Klein Wheeldon		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Masters degree in Educational Leadership, all grades K-12 B.S in Elementary Education	
Performance Record	Assistant Principal, Tarpon Springs Elementary in 2013-13, Grade C. Reading Mastery 50%, Math mastery 44%, Writing Mastery 70%, Science mastery 31%. In 2011-12, Grade B. Reading mastery 50%, Math Mastery 46%, Writing Mastery 89%, Science Mastery 34%. High Point Elementary 2010-2011 School Grade; C, Reading mastery 61%, Math mastery 63%, Science mastery 23%, Writing 98%, Lowest 25% 71% in Math only.	

Instructional Coaches

 # Instructional Coaches 2

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

Instructional Coach Information:

Olivia McAnuff		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1
Areas	RtI/MTSS	
Credentials	B.A in Elementary Education, Oakwood University M.S in Educational Leadership, Grand Canyon University	
Performance Record	RtI/MTSS Coach, Tarpon Springs Elementary. In 2012-13, Grade C. Reading Mastery 50%, Math mastery 44%, Writing Mastery 70%, Science mastery 31%. 2011-2012; Grade B, Reading mastery; 61%, Writing mastery; 93%, Math mastery; 58%, Science mastery; 18% Writing mastery; 93%, AYP not attained 2011-2012: Grade B, Reading mastery: 73%, Writing mastery: 92%, Math mastery: 64%, Science	

Darla Ristoff		
Part-time / District-based	Years as Coach: 11	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education Masters in Reading Supervision	
Performance Record	Dunedin Elementary School - 2012-13 - Grade D: Annual Learning Gains all 3-5 students - 42%, Math 3 or higher - 39%, Writing 3.5 or higher - 52%, Science 3 or higher - 37% Belleair Elementary School - 2012-13 - Grade 'padded' D: Annual Learning Gains all 3-5 students - 62%, Math 3 or higher - 28%, Reading 3 or higher - 38%, Writing 3.5 or higher - 49%, Science level 3 or higher - 23%	

Classroom Teachers
# of classroom teachers 64
 # receiving effective rating or higher 0, 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. 64, 100%
 # ESOL endorsed 35, 55%
 # reading endorsed 4, 6%
 # with advanced degrees 23, 36%
 # National Board Certified 6, 9%
 # first-year teachers 5, 8%
 # with 1-5 years of experience 15, 23%
 # with 6-14 years of experience 15, 23%
 # with 15 or more years of experience 29, 45%
Education Paraprofessionals
# of paraprofessionals 1
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 15
 # receiving effective rating or higher 12, 80%
Teacher Recruitment and Retention Strategies   This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.   Administration is proactive in looking for highly qualified teachers who possess the unique qualities that meet the needs of our diverse population. We promote opportunities for growth and development for all teachers through various arenas. We provide opportunities for new hires by offering practicum experiences and final internships to collegiate students. Administration takes advantage of district job fair opportunities.
Teacher Mentoring Program/Plan   This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities   We have two teachers, one primary/one intermediate, who will serve as mentors for new teachers. They will observe teachers' instruction and provide feedback on lesson planning, knowledge of content standards, discussing student work and achievement. They will also coordinate side by side coaching opportunities.

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

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

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

The RtI Leadership team will review and analyze all Tier 1 school wide data. The team will also compile a database of students in the Tier 2 and Tier 3 levels of support. The following assessments are used key times in the year: Baseline data - FCAT 2.0, FAIR-CC, Math & Science common assessments; Midyear - FAIR-CC, Diagnostic Assessments, Math & Science common assessments; Behavior database includes office/classroom referrals, which will be utilized as ongoing progress monitoring to measure the effectiveness of Tier 2 behavior interventions.

End of year - FAIR-CC, FCAT 2.0, Math & Science common assessments; Frequency of Ongoing Progress Monitoring - every 2 weeks

Tier 1

FAIR-CC Florida Assessment for Instruction in Reading, Common Core (FAIR-CC) is used a screening tool for reading across grade levels. District Common Assessments will be utilized for screening for math, science, and writing.

Additionally, discipline referrals will be used for screening for behavior concerns at Tier 1.

Core instruction includes team planning, data chats on a weekly basis using FAIR-CC, EDS, Common Assessment data and item analysis, Literacy and RtI Coach are utilized for classroom support systems and planning. Guidance counselor is also utilized to provide support in the classroom.

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

-Facilitator –Joanne Solowey (generates agenda and leads team discussions),

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

-Technology Specialist –Juli Hipp brokers technology necessary to manage and display data)

-Recorder/Note Taker –Joanne Solowey 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

-Time Keeper – Lakisha Falana helps team begin on time and ensures adherence to the agreed upon agenda

-Behavior Specialist- TBA participates in the problem solving process

-School Psychologist- Sharon Headley participates in the problem solving process

- School Social Worker- Theresa Christopher participates in the problem solving process

- Compliance Educational Diagnostician- Jill Augustine writes Problem Solving Worksheets (PSW) for Tier 23 students and participates in the problem solving process for Tier 1 and Tier 2 students

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

The RtI Leadership team will meet on a bi-monthly basis in the conference room. The team will alternate between behavior and academic reviews; utilizing student data as the driving force for identifying Tier II and Tier III students. The team will employ the problem solving process to analyze given data to make decision regarding effective interventions. The RtI Coach, Educational Diagnostician along with the classroom teachers will help identify students using running record data 3 times a year, as well as utilizing FAIR-CC, Common Assessments and FCAT 2.0 data to refer students to the RtI Team for evaluation.

Title I teachers will be responsible for providing on going progress monitoring/ data collection, along with the RtI Coach and Diagnostician who will be responsible for graphing and tracking student progress. Teachers will work with the RtI team to help problem solve, intensify and develop effective

academic/behavioral interventions with proper documentations showing fidelity of implementation of each intervention. Administration will analyze walk through data to ensure evidence of students participating in constructive conversations across content, interactive classroom data wall, student self monitoring their progress, assessment rubrics are visible and accessible.

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)

FCAT 2.0, FAIR-CC, Math & Science common assessments; Midyear - FAIR-CC, Diagnostic Assessments, Math & Science common assessments; Behavior database includes office/classroom referrals, which will be utilized as ongoing progress monitoring to measure the effectiveness of Tier 2 behavior interventions.

End of year - FAIR-CC, FCAT 2.0, Math & Science Common Assessments; Frequency of Ongoing Progress Monitoring - every 2 weeks

Tier 1

FAIR-CC-Florida Assessment for Instruction in Reading-Common Core (FAIR-CC) is used a screening tool for reading across grade levels. District Common Assessments will be utilized for screening for math, science, and writing.

Additionally, discipline referrals will be used for screening for behavior concerns at Tier 1.

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

The staff at Tarpon Springs Elementary receives ongoing training on MTSS/RtI during various staff meetings and grade level PLC meetings. Our MTSS/RtI team will provide individual guidance for those teachers that need assistance. Our SBLT is participating in the District's Problem Solving Training throughout the year and will then implement this knowledge at either grade level data reviews or staff meetings. The RtI Coach will work with classroom teachers to develop Tier 2 academic plans for supplemental instructional groups.

Tarpon Springs Elementary staff is implementing professional development through weekly, then monthly PLCs. Implementation of skills includes but is not limited to providing problem solving activities, differentiated instruction activities. Our Literacy Coach will work closely with teachers to provide Tier 1 level of support. Previously, data was collected through a MTSS/RtI Beliefs Survey and Perception of MTSS/RtI Skills Survey in order to access current levels of consensus ans problem-solving skills. This data was presented and it was determined there were many misinformed ideas regarding the RtI process, especially the Problem-solving process and implementation of the recommended problem-solving strategies.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Provide supplemental academic support in the areas of reading, math, or science. Students eligible for the Extended Learning Program will be selected through current FCAT and FAIR data.

How is data collected and analyzed to determine the effectiveness of this strategy?
Students will be progress monitored weekly, on their mastery of core standards. Grade level teacher swill meet together to analyze and determine levels of growth.

Who is responsible for monitoring implementation of this strategy?
Classroom teachers will provide supplemental instruction for these preidentified students.

Literacy Leadership Team (LLT)

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

Name	Title
Lakisha Falana	Principal
Mary Klein Wheeldon	Assistant Principal
Olivia McAnuff	RtI/MTSS Coach
Darla Ristoff	Literacy Coach

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The school-based Literacy Leadership Team will meet bimonthly. Literacy Leadership Team creates capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
-Support for text complexity
-Support for instructional skills to improve reading comprehension
-Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
-Providing scaffolding that does not preempt or replace text reading by students
-Developing and asking text dependent questions from a range of question types
-Emphasizing students supporting their answers based upon evidence from the text
-Providing extensive research and writing opportunities (claims and evidence)
-Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and --Technical Subjects (a focus on text, task, and instruction).

What will be the major initiatives of the LLT this year?
Support for text complexity
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
Tarpon Springs Elementary ensures every teacher contributes to the reading improvement of every student by monitoring teacher lessons plans and conducting walk throughs to ensure daily lessons are aligned with Common Core Standards and the district's content & curriculum guides. Teachers will begin lessons with a discussion of desired outcomes and learning goals that will include a learning

goal/essential question. Teachers will also include an explanation of how the class activities will relate to the learning goal and to answering the essential question.

Teachers will implement a scale or rubric that relates to the learning goal to check for levels of understanding. Teachers will provide explicit Instruction, modeling, guided practice with support and feedback as well as opportunities for independent practice. Teachers will regularly assess students' readiness for learning and achievement of knowledge and skills during instruction and facilitate effective classroom discussions and tasks that elicit evidence of learning. Teachers will collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson. Teachers will utilize data to modify and adjust teaching practices as well as reflect on the needs and progress of their students. Content materials will be differentiated by student interests, cultural background, prior knowledge of content, and skill level. Content material will be appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs). In addition, teachers will provide small group instruction to target specific learning needs. These small groups will be flexible and will change according to content, project and assessments. Students will be provided opportunities to demonstrate or express their knowledge and understanding in different ways, which will include varying degrees of complexity.

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

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable
Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	50%	Yes	55%
American Indian				
Asian		60%		
Black/African American	37%	25%	No	43%
Hispanic	38%	38%	Yes	44%
White	60%	63%	Yes	64%
English language learners	32%	6%	No	39%
Students with disabilities	44%	21%	No	50%
Economically disadvantaged	46%	44%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	29%	49%
Students scoring at or above Achievement Level 4	56	22%	37%

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)		62%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	75%

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)	25	45%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	18%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	25%	35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	57	69%	89%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	44%	Yes	50%
American Indian				
Asian		80%		
Black/African American	34%	25%	No	41%
Hispanic	34%	44%	Yes	41%
White	51%	51%	Yes	56%
English language learners	43%	25%	No	49%
Students with disabilities	26%	16%	No	33%
Economically disadvantaged	40%	36%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	30%	50%
Students scoring at or above Achievement Level 4	39	15%	25%

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		55%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	87%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	17	24%	39%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		16%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	2		5
Participation in STEM-related experiences provided for students	400	70%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	167	24%	14%
Students retained, pursuant to s. 1008.25, F.S.	17	1%	0%
Students who are not proficient in reading by third grade	23	13%	6%
Students who receive two or more behavior referrals	87	12%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	1%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Tarpon Springs Elementary targets providing frequent home-school communication in a variety of formats, and allows for families to support as well as supervise their child's educational progress.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
More parental attendance at school functions.	200	28%	40%
Provide more academic resources for parents at home through site-based workshops and trainings.	50	7%	40%
Parents will meet at least once with classroom teachers via face-to-face, phone, or skype to discuss their child's progress.	325	40%	80%

Area 10: Additional Targets

Description of additional targets

In order to strengthen our two-way communication between home and school, Tarpons Springs Elementary will connect with our families beyond the contractual day by conducting a basic needs assessment survey with parents/guardians.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase two-way communication between home and school through home visitations.	1	50%	100%

Goals Summary

Goal #1:
Increase the number of students meeting and exceeding grade level proficiency in Reading by 20%, as measured by FCAT 2.0. The African American subgroup will increase levels 3-5 on the reading FCAT 2.0 by 6% to meet the 2014 AMO Target.

Goal #2:
Increase the number of students meeting and exceeding grade level proficiency in math by 20%, as measured by FCAT 2.0. The African American subgroup will increase level 3-5 on the math FCAT 2.0 by 7% to meet the 2014 AMO Target.

Goal #3:
Increase the number of students meeting and exceeding grade level proficiency in Science by 15%, as measured by FCAT 2.0.

Goal #4:
Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.

Goals Detail

Goal #1:	**Increase the number of students meeting and exceeding grade level proficiency in Reading by 20%, as measured by FCAT 2.0. The African American subgroup will increase levels 3-5 on the reading FCAT 2.0 by 6% to meet the 2014 AMO Target.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - CELLA
Resources Available to Support the Goal	• Block scheduling to provide common planning time within each grade level • Use of FAIR-CC, FCAT, and EDS, and other common school assessment instruments • Title I Hourly teachers and Literacy Coach • PCS Professional Development department & PCS Content Area Supervisors • Collegial Professional Learning Communities • Common Core standards and PCS CC content & curriculum guides
Targeted Barriers to Achieving the Goal	• Lack of training and knowledge needed in order to fully implement new Common Core instruction • Lack of rigorous and challenging daily instruction across grade levels

Plan to Monitor Progress Toward the Goal

Action:
Hold collegial dialogue and data meetings

Person or Persons Responsible:
Instructional Teachers, SBLT, Administration, Diagnostician/RtI/ School Psychologist

Target Dates or Schedule:
Weekly and bimonthly

Evidence of Completion:
PLC and SBLT minutes

Goal #2:	**Increase the number of students meeting and exceeding grade level proficiency in math by 20%, as measured by FCAT 2.0. The African American subgroup will increase level 3-5 on the math FCAT 2.0 by 7% to meet the 2014 AMO Target.**

Targets Supported	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• District Content Supervisor and District Math Coach
	• Title I Hourly Teachers, Gifted Teacher, Instructioanl Teachers, and Learning Specialist
	• Site Based Leadership Team and RtI Coach
	• Common Core Standards, researched based supplemental instructional & technology resources, and formative assessments
Targeted Barriers to Achieving the Goal	• Instructional Teachers' confidence level and knowledge of mathematical content needed in order to effectively teach math standards

Plan to Monitor Progress Toward the Goal

Action:
Monitor the effectiveness of student learning based on their performance data and Tier levels of support

Person or Persons Responsible:
Administration and RtI Coach

Target Dates or Schedule:
Daily and bimonthly

Evidence of Completion:
RtI progress monitoring logs, feedback notes from daily walk through

Goal #3:	**Increase the number of students meeting and exceeding grade level proficiency in Science by 15%, as measured by FCAT 2.0.**

Targets Supported	• Science - Elementary School • STEM - All Levels
Resources Available to Support the Goal	• District Content Supervisor and District Coach • Learning Specialist, Title I Hourly teachers, and volunteers • Pinellas County Science Center • School science lab, nature trail, and supplemental science materials
Targeted Barriers to Achieving the Goal	• Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum

Plan to Monitor Progress Toward the Goal

Action:
Monitor the impact of using nonfiction texts across the curriculum

Person or Persons Responsible:
Administration, Instructional Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC minutes, Daily walk through, rubrics,

Goal #4:	**Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.**
Targets Supported	• Writing
Resources Available to Support the Goal	• Journals, Content guides, writing rubrics, vocabulary resources • Learning Specialist, Grade level team members, Content Supervisor, PCS district personnel, Title I Hourly Teachers
Targeted Barriers to Achieving the Goal	• Students lack the vocabulary and skills needed to be avid writers • Lack of professional development in the area instructing students to effectively integrate writing throughout grade level texts.

Plan to Monitor Progress Toward the Goal

Action:
Data chats, classroom observations, and collegial conversations

Person or Persons Responsible:
Administration, Instructioanl Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Teacher conferring log, student performance data, daily walk through

Action Plan for Improvement

Goal #1:	Increase the number of students meeting and exceeding grade level proficiency in Reading by 20%, as measured by FCAT 2.0. The African American subgroup will increase levels 3-5 on the reading FCAT 2.0 by 6% to meet the 2014 AMO Target.
Barrier #1:	Lack of training and knowledge needed in order to fully implement new Common Core instruction
Strategy #1 to Overcome the Barrier	Onsite professional development opportunities will be available to assist teacher with unpacking the common core standards.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Provide updates and opportunities for all instructional teachers to become more familiar with Common Core standards.

Person or Persons Responsible:
Learning Specialist, Instructional Teachers

Target Dates or Schedule:
Common Core training was conducted on or District Wide Training day on August 14th, Weekly PLCs and monthly whole group meetings

Evidence of Completion:
Daily classroom walk through and student data

Facilitator:
Learning Specialist

Participants:
Learning Specialist, Instructional Teachers

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Provide on going site-based professional development and support for all instructional teachers.

Person or Persons Responsible:
Literacy Coach, Instructional Teachers

Target Dates or Schedule:
Bimonthly throughout the 2013-14 year

Evidence of Completion:
Literacy Coach's Log, daily walk through, and student data

Facilitator:
Literacy Coach and Learning Specialist

Participants:
Literacy Coach, Instructional Teachers

Step #3 to Implement Strategy #1 - PD Opportunity

Action:
Provide content specific professional development for all instructional teachers.

Person or Persons Responsible:
PCS Professional Development department and Content Supervisors

Target Dates or Schedule:
Ongoing dates throughout the 2013-14 year

Evidence of Completion:
Quality instruction observed on a daily basis during walk through as evident of walk through data as well as hard data

Facilitator:
PCS Content Supervisors

Participants:
PCS Professional Development department and Content Supervisors

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

Action:
Schedule and conduct walk through, provide feedback to staff.

Person or Persons Responsible:
Administration, RtI Coach, and Literacy Coach

Target Dates or Schedule:
Daily and bi-monthly

Evidence of Completion
Teacher feedback log and literacy coach's log

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

Action:
Conduct classroom walk through and provide side-by-side coaching opportunities with Literacy Coach. The Literacy Coach will schedule individual meetings with teachers as well as meet with grade levels during their PLCs.

Person or Persons Responsible:
Administration and Literacy Coach

Target Dates or Schedule:
Daily and bimonthly

Evidence of Completion:
Administrator feedback, Literacy Coach's log, and collegial discussions during PLCs.

Goal #1:	Increase the number of students meeting and exceeding grade level proficiency in Reading by 20%, as measured by FCAT 2.0. The African American subgroup will increase levels 3-5 on the reading FCAT 2.0 by 6% to meet the 2014 AMO Target.
Barrier #3:	Lack of rigorous and challenging daily instruction across grade levels
Strategy #1 to Overcome the Barrier	Onsite professional development opportunities will be available to assist teacher with unpacking the common core standards.

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

Action:
Provide professional development opportunities for all instructional teachers.

Person or Persons Responsible:
Administration, Literacy Coach, Instructional Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Coaches Logs, Feedback, from walk throughs, component points

Facilitator:
Literacy Coach and Learning Specialist

Participants:
Administration, Literacy Coach, Instructional Teachers

Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Provide time for teachers to have collegial conversations, common planning time, and opportunities to observe other instructional teachers across grade levels.

Person or Persons Responsible:
Administration, Literacy Coach, Instructional Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Professional Learning Community meeting notes, Daily walk throughs, Literacy Coach Logs

Facilitator:
Administration, Instructional Teachers, and Literacy Coach

Participants:
Administration, Literacy Coach, Instructional Teachers

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

Action:
Professional Learning Community, Daily walk through, Data Chats with grade level instructional teams

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion
Feedback logs from walk through, PLC minutes

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

Action:
FAIR-CC, school wide assessment tools, Running Records

Person or Persons Responsible:
Administration, RtI Coach

Target Dates or Schedule:
Each assessment period, monthly

Evidence of Completion:
FAIR-CC data, Instructional Reading logs

Goal #2:	Increase the number of students meeting and exceeding grade level proficiency in math by 20%, as measured by FCAT 2.0. The African American subgroup will increase level 3-5 on the math FCAT 2.0 by 7% to meet the 2014 AMO Target.
Barrier #2:	Instructional Teachers' confidence level and knowledge of mathematical content needed in order to effectively teach math standards
Strategy #1 to Overcome the Barrier	Provide opportunities for teachers to unpack the common core standards as a team. Provide support by incorporating a common planning time.

Step #1 to Implement Strategy #1

Action:
Incorporate a common planning time into the master schedule.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Preschool

Evidence of Completion:
Working master schedule approved by the district.

Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Increase instructional teacher knowledge of mathematical resources and instructional practices of common core standards through moderation of instruction and PCS Elluminate sessions and embedded professional development in the Go Math series.

Person or Persons Responsible:
Learning Specialist, District Content Personnel, Instructional Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Professional development component points, minutes from Professional Learning Community meetings

Facilitator:
Learning Specialist and District Content Personnel

Participants:
Learning Specialist, District Content Personnel, Instructional Teachers

Step #3 to Implement Strategy #1

Action:
Teachers will differentiate effective instruction through use of group-problem solving strategies and literacy mathematical of procedural concepts.

Person or Persons Responsible:
Instructional Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Feedback from daily walk throughs, PLC minutes

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

Action:
Effective learning practices implemented during content lessons.

Person or Persons Responsible:
Administration, Classroom Teachers

Target Dates or Schedule:
Daily and Weekly

Evidence of Completion
Feedback from daily walk through, PLC minutes, and data from end of module assessments.

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

Action:
Analyze student performance data (i.e. end of module assessments, Common Assessments) to determine effectiveness of core mathematical instruction.

Person or Persons Responsible:
Administration, SBLT, Instructional Teachers

Target Dates or Schedule:
Bimonthly

Evidence of Completion:
Student performance data from formative assessments, school wide data wall

Goal #2:	Increase the number of students meeting and exceeding grade level proficiency in math by 20%, as measured by FCAT 2.0. The African American subgroup will increase level 3-5 on the math FCAT 2.0 by 7% to meet the 2014 AMO Target.
Barrier #2:	Instructional Teachers' confidence level and knowledge of mathematical content needed in order to effectively teach math standards
Strategy #2 to Overcome the Barrier	Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Conduct model lessons based on Common Core practice standards.

Person or Persons Responsible:
Learning Specialist and District Content Personnel, Instructional Teachers

Target Dates or Schedule:
Ongoing throughout the 2013-14 year

Evidence of Completion:
Professional Development component points, instructional teachers' feedback, evidence of student data, and minutes from collegial conversations

Facilitator:
Learning Specialist and District Content Personnel

Participants:
Learning Specialist and District Content Personnel, Instructional Teachers

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

Action:
Monitor implementation of content standards within instructional teachers' daily lessons

Person or Persons Responsible:
Administration, Instructional Teachers

Target Dates or Schedule:
Ongoing throughout the 2013-14 year

Evidence of Completion
Data assessment at the end of each module for mastery of standards

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

Action:
Analyzing data from formative assessments

Person or Persons Responsible:
Administration, RtI Coach, Instructional Teachers

Target Dates or Schedule:
Ongoing throughout the 2013-14 year

Evidence of Completion:
instructional teachers and student data

Goal #3:	Increase the number of students meeting and exceeding grade level proficiency in Science by 15%, as measured by FCAT 2.0.
Barrier #1:	Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum
Strategy #1 to Overcome the Barrier	Integrate science through other content areas modifying instructional strategies to include student research, reasoning and problem solving skills.

Step #1 to Implement Strategy #1

Action:
Use nonfiction texts and opportunities to journal write during other content areas

Person or Persons Responsible:
Instructional teachers and Specialists

Target Dates or Schedule:
Daily

Evidence of Completion:
Lesson plans, PLC minutes, feedback from walk through

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

Action:
Monitor the use of nonfiction texts student journals throughout content area

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Daily

Evidence of Completion
Feedback from walk through

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

Action:
Analyze student performance data on classroom and common assessments

Person or Persons Responsible:
Administration, SBLT

Target Dates or Schedule:
Bimonthly

Evidence of Completion:
Student performance data on various assessments

Goal #3:	Increase the number of students meeting and exceeding grade level proficiency in Science by 15%, as measured by FCAT 2.0.
Barrier #1:	Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum
Strategy #3 to Overcome the Barrier	Collaborate with team members and instructional coaches to develop science instruction that allows for science inquiry.

Step #1 to Implement Strategy #3 - PD Opportunity

Action:
Provide professional development opportunities to strengthen the knowledge of science curriculum

Person or Persons Responsible:
District Content Personnel, Learning Specialist, Instructional Teachers

Target Dates or Schedule:
Ongoing throughout the 2013-14 year

Evidence of Completion:
Component points, full implementation as observed during walk through

Facilitator:
Learning Specialist and District Content Personnel

Participants:
District Content Personnel, Learning Specialist, Instructional Teachers

Step #2 to Implement Strategy #3 - Budget Item

Action:
Develop and onsite science lab for teacher accessibility.

Person or Persons Responsible:
Administration, Content Supervisor,

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Instructional Teachers observed regularly utilizing science lab with students

Step #3 to Implement Strategy #3 - Budget Item

Action:
Develop after school science clubs for hands-on processes for science inquiry

Person or Persons Responsible:
Instructional Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student participation and attendance

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

Action:
Support teachers in fully embracing the scientific process by providing resources

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion
Teachers implementing science across the curriculum as evident during walk through

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

Action:
Monitor and reflect, (revising as needed) the effectiveness of core curriculum and extended learning opportunities

Person or Persons Responsible:
Administration, Instructional Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Observation notes, Student artifacts and science journals/boards

Goal #4:	Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.
Barrier #1:	Students lack the vocabulary and skills needed to be avid writers
Strategy #1 to Overcome the Barrier	Utilize writing journals in student reflections daily and provide opportunities for students to share response.

Step #1 to Implement Strategy #1 - Budget Item

Action:
Incorporate journal writing across the curriculum

Person or Persons Responsible:
Instructional Teachers

Target Dates or Schedule:
Ongoing throughout the 2013-14 year

Evidence of Completion:
Lesson Plans, walk through data, student artifacts

Step #2 to Implement Strategy #1

Action:
Utilize and modify writing rubrics as needed to help monitor student progress.

Person or Persons Responsible:
Instructional Teachers

Target Dates or Schedule:
Ongoing throughout the 2013-14 year

Evidence of Completion:
Student artifacts and data

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

Action:
Analyze student data and writing samples

Person or Persons Responsible:
Instructioanl Teachers, Administration

Target Dates or Schedule:
Weekly

Evidence of Completion
Student data and rubrics

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

Action:
Classroom walk through, student teacher conferences, PLC meetings, data walls

Person or Persons Responsible:
Administration, Instructional Teachers

Target Dates or Schedule:
Daily and Weekly

Evidence of Completion:
Conferring logs, feedback notes from walk through

Goal #4:	Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.
Barrier #1:	Students lack the vocabulary and skills needed to be avid writers
Strategy #2 to Overcome the Barrier	Develop a daily routine for phonics, vocabulary development, and practice.

Step #1 to Implement Strategy #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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 #4:	Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.
Barrier #2:	Lack of professional development in the area instructing students to effectively integrate writing throughout grade level texts.
Strategy #1 to Overcome the Barrier	Include journal writing across content areas.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Support teachers with implementing students writing across curriculum areas. Students will have notebooks for each content area.

Person or Persons Responsible:
Administrators, Instructional Teachers, Literacy Coach

Target Dates or Schedule:
Daily, Bimonthly

Evidence of Completion:
Student journals, feedback from daily walk through, Literacy Coach's log

Facilitator:
Administration and Literacy Coach

Participants:
Administrators, Instructional Teachers, Literacy Coach

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

Action:
Student samples of writing displayed or evident in journals/notebooks

Person or Persons Responsible:
Administration, Literacy Coach, Grade Level Team Leaders

Target Dates or Schedule:
Daily, Weekly, Bimonthly

Evidence of Completion
Student journals/notebooks, Literacy Coach's log, feedback from daily walk through

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

Action:
District and classroom writing assessments

Person or Persons Responsible:
Instructional Teachers, Administration, RtI Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Writing rubrics, EDS data, classroom data

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title I, Part A

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

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

Head Start

Title I, Part A 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. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Goal #1: Increase the number of students meeting and exceeding grade level proficiency in Reading by 20%, as measured by FCAT 2.0. The African American subgroup will increase levels 3-5 on the reading FCAT 2.0 by 6% to meet the 2014 AMO Target.

Barrier #1: Lack of training and knowledge needed in order to fully implement new Common Core instruction

Strategy #1: Onsite professional development opportunities will be available to assist teacher with unpacking the common core standards.

Action Step #1: Provide updates and opportunities for all instructional teachers to become more familiar with Common Core standards.

Facilitator leader
Learning Specialist

Participants
Learning Specialist, Instructional Teachers

Target dates or schedule
Common Core training was conducted on or District Wide Training day on August 14th, Weekly PLCs and monthly whole group meetings

Evidence of Completion and Person Responsible for Monitoring
Daily classroom walk through and student data
(Person Responsible: Learning Specialist, Instructional Teachers)

Action Step #2: Provide on going site-based professional development and support for all instructional teachers.

Facilitator leader
Literacy Coach and Learning Specialist

Participants
Literacy Coach, Instructional Teachers

Target dates or schedule
Bimonthly throughout the 2013-14 year

Evidence of Completion and Person Responsible for Monitoring
Literacy Coach's Log, daily walk through, and student data
(Person Responsible: Literacy Coach, Instructional Teachers)

Action Step #3: Provide content specific professional development for all instructional teachers.

Facilitator leader
PCS Content Supervisors

Participants
PCS Professional Development department and Content Supervisors

Target dates or schedule
Ongoing dates throughout the 2013-14 year

Evidence of Completion and Person Responsible for Monitoring
Quality instruction observed on a daily basis during walk through as evident of walk through data as well as hard data
(Person Responsible: PCS Professional Development department and Content Supervisors)

Barrier #3: Lack of rigorous and challenging daily instruction across grade levels

Strategy #1: Onsite professional development opportunities will be available to assist teacher with unpacking the common core standards.

Action Step #1: Provide professional development opportunities for all instructional teachers.

Facilitator leader
Literacy Coach and Learning Specialist

Participants
Administration, Literacy Coach, Instructional Teachers

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Coaches Logs, Feedback, from walk throughs, component points
(Person Responsible: Administration, Literacy Coach, Instructional Teachers)

Action Step #2: Provide time for teachers to have collegial conversations, common planning time, and opportunities to observe other instructional teachers across grade levels.

Facilitator leader
Administration, Instructional Teachers, and Literacy Coach

Participants
Administration, Literacy Coach, Instructional Teachers

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Professional Learning Community meeting notes, Daily walk throughs, Literacy Coach Logs
(Person Responsible: Administration, Literacy Coach, Instructional Teachers)

Goal #2: Increase the number of students meeting and exceeding grade level proficiency in math by 20%, as measured by FCAT 2.0. The African American subgroup will increase level 3-5 on the math FCAT 2.0 by 7% to meet the 2014 AMO Target.

Barrier #2: Instructional Teachers' confidence level and knowledge of mathematical content needed in order to effectively teach math standards

Strategy #1: Provide opportunities for teachers to unpack the common core standards as a team. Provide support by incorporating a common planning time.

Action Step #2: Increase instructional teacher knowledge of mathematical resources and instructional practices of common core standards through moderation of instruction and PCS Elluminate sessions and embedded professional development in the Go Math series.

Facilitator leader
Learning Specialist and District Content Personnel

Participants
Learning Specialist, District Content Personnel, Instructional Teachers

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
Professional development component points, minutes from Professional Learning Community meetings
(Person Responsible: Learning Specialist, District Content Personnel, Instructional Teachers)

Strategy #2: Provide side by side coaching opportunities as well as professional development opportunities for instructional teachers.

Action Step #1: Conduct model lessons based on Common Core practice standards.

Facilitator leader
Learning Specialist and District Content Personnel

Participants
Learning Specialist and District Content Personnel, Instructional Teachers

Target dates or schedule
Ongoing throughout the 2013-14 year

Evidence of Completion and Person Responsible for Monitoring
Professional Development component points, instructional teachers' feedback, evidence of student data, and minutes from collegial conversations
(Person Responsible: Learning Specialist and District Content Personnel, Instructional Teachers)

Goal #3: Increase the number of students meeting and exceeding grade level proficiency in Science by 15%, as measured by FCAT 2.0.

Barrier #1: Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum

Strategy #3: Collaborate with team members and instructional coaches to develop science instruction that allows for science inquiry.

Action Step #1: Provide professional development opportunities to strengthen the knowledge of science curriculum

Facilitator leader
Learning Specialist and District Content Personnel

Participants
District Content Personnel, Learning Specialist, Instructional Teachers

Target dates or schedule
Ongoing throughout the 2013-14 year

Evidence of Completion and Person Responsible for Monitoring
Component points, full implementation as observed during walk through
(Person Responsible: District Content Personnel, Learning Specialist, Instructional Teachers)

Goal #4: Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.

Barrier #2: Lack of professional development in the area instructing students to effectively integrate writing throughout grade level texts.

Strategy #1: Include journal writing across content areas.

Action Step #1: Support teachers with implementing students writing across curriculum areas. Students will have notebooks for each content area.

Facilitator leader
Administration and Literacy Coach

Participants
Administrators, Instructional Teachers, Literacy Coach

Target dates or schedule
Daily, Bimonthly

Evidence of Completion and Person Responsible for Monitoring
Student journals, feedback from daily walk through, Literacy Coach's log
(Person Responsible: Administrators, Instructional Teachers, Literacy Coach)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #1	Increase the number of students meeting and exceeding grade level proficiency in Reading by 20%, as measured by FCAT 2.0. The African American subgroup will increase levels 3-5 on the reading FCAT 2.0 by 6% to meet the 2014 AMO Target.	$7,998
Goal #2	Increase the number of students meeting and exceeding grade level proficiency in math by 20%, as measured by FCAT 2.0. The African American subgroup will increase level 3-5 on the math FCAT 2.0 by 7% to meet the 2014 AMO Target.	$8,178
Goal #3	Increase the number of students meeting and exceeding grade level proficiency in Science by 15%, as measured by FCAT 2.0.	$5,170
Goal #4	Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.	$3,500
	Total	$24,846

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Materials	Professional Development	Evidence-Based Program	Total
School Improvement and Title I Funds	$21,066	$2,310	$0	$23,376
SIP Funds and STEM Grant	$0	$0	$1,470	$1,470
Total	$21,066	$2,310	$1,470	$24,846

Budget Detail

Goal #1: Increase the number of students meeting and exceeding grade level proficiency in Reading by 20%, as measured by FCAT 2.0. The African American subgroup will increase levels 3-5 on the reading FCAT 2.0 by 6% to meet the 2014 AMO Target.

Barrier #3: Lack of rigorous and challenging daily instruction across grade levels

Strategy #1: Onsite professional development opportunities will be available to assist teacher with unpacking the common core standards.

Action Step #1: Provide professional development opportunities for all instructional teachers.

Resource Type	Evidence-Based Materials
Resource	Supplemental Instructional resources
Funding Source	School Improvement and Title I Funds
Amount Needed	$5,688

Action Step #2: Provide time for teachers to have collegial conversations, common planning time, and opportunities to observe other instructional teachers across grade levels.

Resource Type	Professional Development
Resource	Supplemental Instructional resources
Funding Source	School Improvement and Title I Funds
Amount Needed	$2,310

Goal #2: Increase the number of students meeting and exceeding grade level proficiency in math by 20%, as measured by FCAT 2.0. The African American subgroup will increase level 3-5 on the math FCAT 2.0 by 7% to meet the 2014 AMO Target.

Barrier #2: Instructional Teachers' confidence level and knowledge of mathematical content needed in order to effectively teach math standards

Strategy #1: Provide opportunities for teachers to unpack the common core standards as a team. Provide support by incorporating a common planning time.

Action Step #2: Increase instructional teacher knowledge of mathematical resources and instructional practices of common core standards through moderation of instruction and PCS Elluminate sessions and embedded professional development in the Go Math series.

Resource Type	Evidence-Based Materials
Resource	Supplemental Instructional resources
Funding Source	School Improvement and Title I Funds
Amount Needed	$8,178

Goal #3: Increase the number of students meeting and exceeding grade level proficiency in Science by 15%, as measured by FCAT 2.0.

Barrier #1: Lack of knowledge, skills, and resources, needed to effectively teach the science curriculum

Strategy #3: Collaborate with team members and instructional coaches to develop science instruction that allows for science inquiry.

Action Step #2: Develop and onsite science lab for teacher accessibility.

Resource Type	Evidence-Based Materials
Resource	Materials and Supplemental Resources to support instruction
Funding Source	School Improvement and Title I Funds
Amount Needed	$3,700

Action Step #3: Develop after school science clubs for hands-on processes for science inquiry

Resource Type	Evidence-Based Program
Resource	Supplemental instructional resources to enhance instruction
Funding Source	SIP Funds and STEM Grant
Amount Needed	$1,470

Goal #4: Increase the number of students meeting and exceeding grade level proficiency in Writing by 20% as measured by FCAT 2.0.

Barrier #1: Students lack the vocabulary and skills needed to be avid writers

Strategy #1: Utilize writing journals in student reflections daily and provide opportunities for students to share response.

Action Step #1: Incorporate journal writing across the curriculum

Resource Type	Evidence-Based Materials
Resource	Supplemental Instructional resources to support instruction
Funding Source	School Improvement and Title I Funds
Amount Needed	$3,500