FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 4931 - Woodlawn Elementary School

District: 52 - Pinellas

Principal: Karen Russell L

SAC Chair: Suzanne Foley

Superintendent: Dr. Michael A Grego

School Board Approval Date: [pending]

Last Modified on: 10/29/2013

Pam Stewart, Commissioner
Florida Department of Education
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Tallahassee, FL 32399

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Phone Number:	727-893-1857	
Web Address:	http://www.woodlawn-es.pinellas.k12.fl.us	
Email Address:	4931.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	91%			
Minority:	67%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	B	D	C	F

Current School Status

School Information

School-Level Information

School Woodlawn Elementary School

Principal's name Karen Russell L

School Advisory Council chair's name Suzanne Foley

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

Name	Title
Karen Russell	Principal
Sharon Adams	Assistant Principal
Heather Willis	MTSS Coach
Alison Nichpols	Reading Coach
Betsy Shreero	Math Coach
Eyvonne Ryan	Reading Intervention Teacher
Vicky Brooks	School Psychologist
Dolores Applegarth	Teacher
Stephanee Jefferis	Teacher
Robert Tatangelo	Behavior Coach
Vickie Graham	Assistant Principal
Christine Loverne	MTSS Coach

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP Pending

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

Describe the membership of the SAC including position titles
Suzzane Foley, Twanya McGill, Vickie Graham, Sharon Adams, Sarah Morrow, Dayna Petruccelli

Describe the involvement of the SAC in the development of this school improvement plan
Data is shared with SAC at the last meeting of the previous school year and the first meeting of the current school year. Goals and strategies are shared and input given from SAC.

Describe the activities of the SAC for the upcoming school year
Meetings on the second Wednesday of every month excluding January and April

Describe the projected use of school improvement funds and include the amount allocated to each project
TDEs for teachers to go to trainings and for data review days

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
Advertise on Marquee and in newsletter. Have a booth for sign up during Open House.

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

Administrators

 # Administrators 3

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

Administrator Information:

Karen Russell L

Principal	Years as Administrator: 10	Years at Current School: 5
Credentials	BA and MA in Education: certified in School Principal, Educational Leadership, Elementary Education 1-6, Physical Education K-12; 35 years in education.	
Performance Record	Principal of Clearview Elementary Title I School from 2005-2008 and moved school grade from C to A in two years. Principal of Woodlawn Elementary from 2008-present and moved school from F to a B in 4 years. Current school grade - B.	

Sharon Adams

Asst Principal	Years as Administrator: 17	Years at Current School: 3
Credentials	BA in education; MA Educational Leadership; 26 years in education	
Performance Record	Assistant Principal of Woodlawn Elementary 2012-2013, school moved from "D" to "B". In Indiana was assigned to 3 schools to turnaround achievement (not a graded system); Awarded AYP at New August Academy South for 4 years	

Vickie Graham

Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	BA and MA in Elementary Education, ESOL (300 hours), and Educational Leadership.	
Performance Record	New administrator	

Instructional Coaches

 # Instructional Coaches 3

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

Instructional Coach Information:

Alison Nichols

Full-time / School-based	Years as Coach: 4	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BA and MA in education; Reading Endorsed; Nationallly Board Certified; 17 years in education	
Performance Record	Woodlawn Elementary School Reading Coach 2012-2013, helped turn school around from "D" to "B".	

Betsy Shreero

Part-time / District-based	Years as Coach: 9	Years at Current School: 3
Areas	Mathematics	
Credentials	BA nad MA in education with 47 years teaching experience.	
Performance Record		

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	RtI/MTSS	
Credentials		
Performance Record		

Heather Willis

Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Science	
Credentials	BA, MA, and ABD in education; ESOL endorsed; 7 years in education	
Performance Record	Woodlawn Elementary 2011-2012 moved from "F" to a "C" and 2012-2013 moved from "D" to "B".	

Robert Stall

Full-time / School-based	Years as Coach: 1	Years at Current School: 3
Areas	RtI/MTSS	
Credentials	BA in education with 14 years teachin experience.	
Performance Record	Woodlawn Elementary 2012-2013 moved from a "D" to a "B". Science scores saw a significant increase in FCAT scores from 2012 to 2103.	

Christine Loverne

Full-time / School-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials	BA in education; 4 years in educatioj	
Performance Record	Woodlawn Elementary 2011-2012 moved from "F" to "C" and 2013-2013 moved from "D" to "B"	

Classroom Teachers
# of classroom teachers 40
 # receiving effective rating or higher 40, 100%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 40, 100%
 # ESOL endorsed 28, 70%
 # reading endorsed 12, 30%
 # with advanced degrees 18, 45%
 # National Board Certified 1, 3%
 # first-year teachers 2, 5%
 # with 1-5 years of experience 18, 45%
 # with 6-14 years of experience 20, 50%
 # with 15 or more years of experience 10, 25%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 1
 # receiving effective rating or higher (not entered because basis is < 10)
Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Coaching cycles with qualified coach; paid professional development opportunities in and out of school; support processes for children with extra needs; morale boosters; administrative support. Person's in charge: Heather Willis, Christine Loverne, Karen Russell, Shari Adams, Vickis Graham
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 Montly new teacher trainings before school (processes and procedures, PMPS, PORTAL, ODS, Progress Monitoring, Support Personnel, Gradebooks); new teachers matched with in school mentor (same grade level when possible, but no more than one grade level difference); district mentoring program.
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
During PLCs teacher report progress monitoring data, this data is then reviewed in SBLT. When there are discrepencies in teacher/student performance, the MTSS Coach does a promblem solver with teacher and/or grade level. If a gap exists, a diagnostic assessment is administered to determine levels of support needed for student and/or teacher. Data is collected regularly, based on student needs/Tier level: Tier 1 progress monitored every 6-9 weeks; Tier 2 is progressed monitired every 2 weeks using AIMS WEB and XCEL, Tier 3 data is collected weekly.
Title I and SIG dolalrs are used to purchase intervention programs, hourly teachers, and intervention teachers to assist with teachers with instruction and interventions 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?
Meet weekly to determine the effectiveness of the core instruction; to create resource lists for all academic areas including behavior; monitor the effectiveness of interventions; determine research-based intervention materials; track and monitor student progress in Tier 2 and 3 and their response to the intervention; to communicate all processes and to all stakeholders;

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
During SBL, classroom and grade level data is reviewed using grade level PLC minutes, AIMS Web, and ODS (Woodlawn's own database program) data on a weekly basis. The administrative team (principal and 2 APS) and the MTSS coaches attend PLCs, review notes and bring concerns or focus back to the SBLT.Rotations for review are based on grade levels, and focus areas i.e. academics, behavior, and attendance. The weekly agenda for SBLT includes an item to inclue SIP and MTSS fidelity check.

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)
FAIR, PCAS, Write Score,WebQuest, Running records, DAR, CPLAMS, PORTAL, EDS

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
Twice yearly, the MTSS Coaches and the SBLT do training on supports and processes and ODS (Our own database). The SBLT sub-groups (1 for behavior and 1 for academic) meet with teachers to do a Problem Solving worksheet to see if there is a significant gab between a student and his peers. Teachers and parents are invited in to review the problem solving process and to work together to determine the next steps.
During the development to use the Problem Solving Process, SBLT members went through a training process with the Problem Solving Process in each grade level PLC. Prior to that a "fishbowl" of the Problem Solving Process was shared with the teachers during a staff meeting. The Problem Solving Process is done with all grade levels at each data review cycle. Other Problem Solving Processes are held on-going based according to data.

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: 780

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
One hour weekly after school for extra support in reading using Lexia Reading Computer Program with presriptive plans and lessons for one on one support.

How is data collected and analyzed to determine the effectiveness of this strategy?
Data is collected through the program on a weekly basis for teachers to monitor mastery of skill.

Who is responsible for monitoring implementation of this strategy?
Assistant Principal

Strategy: Extended Day for All Students

Minutes added to school year: 5,400

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

Strategy Description
SiG mandated extra half hour of instruction. This will be designed around our IPad initiative. Every studnet has their own IPad and will learn how to do a variety of activities such as Story Book, animation, movie making, Investigation and presentation.

How is data collected and analyzed to determine the effectiveness of this strategy?
Data collected will be for hours invested and will be differentiated based upon their running record levels.

Who is responsible for monitoring implementation of this strategy?
MTSS Coach

Strategy: Summer Program

Minutes added to school year: 6,900

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Summer program with instruction in reading, math and science incopororating writing in all areas.

How is data collected and analyzed to determine the effectiveness of this strategy?
Data is collected through running records given at the beginning and end of program for reading. For math frequent progres monitoring to measure mastery of skill and/or concept.

Who is responsible for monitoring implementation of this strategy?
Administrative Intern/District

Strategy: Before or After School Program
Minutes added to school year: 4,680

Strategy Purpose(s)

Strategy Description
Clubs: Girls on the Run, 5000 Role Model, Chess, KKids, and Multicultural

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

Who is responsible for monitoring implementation of this strategy?
Club sponsor

Literacy Leadership Team (LLT)

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

Name	Title
Alison Nichols	Reading Coach
Eyvonne Ryan	Reading Intervention teacher
Kathleen Bohrnsen	Reading Intervention Teacher
Karen Russell	Principal
Sharon Adams	Assistant Principal

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT meets once a month to review classroom and school-wide reading data. Through analysis of this data, the LLT decides what professional development is needed at the classsroom, grade, and school-wide level. The LLT also assits administrator on what to look for during instructional walk-throughs.

What will be the major initiatives of the LLT this year?
To shift from the Sunshine State Standards to the Common Core Standards. Woodlawn will also be shifting fromt he Teacher's College Running Records to Benchmark Running records.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
Teachers are trained on the delivery and monitoring of effective lessons:
1. Jan Richardson't Guided Reading Routing
2. Administration of Running Records
3. Writing in Repsonse to Reading
4. Interventions and enrichment
5. Differentiatied Instruction
6. Content Literacy
7. Raising the Rigor
8. Gradual Release

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

The PreK classrooms are mainstreamed in with general education classrooms; Prek participates in physical education classes, the PreK teachers follow standards to prepare the students for kindergarten and equip them with the readiness skills they will need to be successful. In May, the kindergarten department holds several preK to K tranistion meetings for the parents. These meetings are open to all PreK parents regardless the age. Parents of 3 and 4 year olds are also invited so they too may see what their children will need to know before entering kindergarten.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%		No	52%
American Indian				
Asian	46%	53%	No	1%
Black/African American	37%	25%	No	43%
Hispanic				
White	64%	60%	No	68%
English language learners				
Students with disabilities	24%	14%	No	32%
Economically disadvantaged	45%	44%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	28%	38%
Students scoring at or above Achievement Level 4	34	18%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	68	70%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	47	69%	84%

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)	14	58%	69%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	52%	59%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	58%	69%

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	40	67%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	28	46%	56%

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	40%		No	46%
American Indian				
Asian	71%	71%	No	1%
Black/African American	30%	20%	No	37%
Hispanic		40%		1%
White	54%	47%	No	59%
English language learners				
Students with disabilities	28%	17%	No	35%
Economically disadvantaged	38%	37%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	25%	33%
Students scoring at or above Achievement Level 4	22	12%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	77	41%	46%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	47	89%	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	17	31%	42%
Students scoring at or above Achievement Level 4	11	20%	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			

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)	1		5
Participation in STEM-related experiences provided for students	189	100%	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	166	27%	16%
Students retained, pursuant to s. 1008.25, F.S.	13	3%	2%
Students who are not proficient in reading by third grade	2	3%	2%
Students who receive two or more behavior referrals	42	9%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	8%	5%

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

Target for parental involvement - To create at atmosphere of trust and cooperation by welcoming parents in the school for monthly family nights, by engaging them in their child's education through parent conferences and home visits, by empowering them to particiapte in extended learning through the iPad initiative.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
iPad initiative	250	55%	70%%
family Night Programs	222	46%	61%%

Area 10: Additional Targets

Description of additional targets

To decrease the achievement gap between African American students and their nonblack counterparts by 10% in reading and math as measured by the FCAT and SAT10

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
reading	49	27%	30%
math	36	20%	22%

Goals Summary

Goal #1:
Create a safe and secure environment.

Goal #2:
Provide students with the knowledge and skills necessary to adopt and maintain a healthy lifestyle.

Goal #3:
Increase student achievement in Reading on FCAT 2.0 (level 3+) and Sat 10 Proficiency) by 10%

Goal #4:
Increase student achievement in Math on FCAT 2.0 (level 3+) and SAT 10 (proficiency) by 10%

Goal #5:
Increase student achieving 3.0 or higher on the FCAT science by 10%.

Goal #6:
To increase the number of families participating in school-wide after school activities by 15%

Goal #7:
To desrease the number of students holding attributes that contribute to dropping out of school

Goal #8:
Increase percentage of student scoring a 3.5 or higher by 10% in writing as measured by FCAT 2.0

Goal #9:
Decrease the achievement gap between African American students and their nonblack counterparts by 10%

Goals Detail

Goal #1:	**Create a safe and secure environment.**
Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Title 1 • More health • St. Petersburg Police Department • Safety Committee • Safety SIT committee • PTA
Targeted Barriers to Achieving the Goal	• Commitment to goal by some stakeholders

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	**Provide students with the knowledge and skills necessary to adopt and maintain a healthy lifestyle.**
Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Cafeteria Collaboration, PE 3x per week for 45 minutes, Pack-A-Sack for those that would go hungry, Wellness Family Night
Targeted Barriers to Achieving the Goal	• Allotted time to teach Health, Student's home lifestyle

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	**Increase student achievement in Reading on FCAT 2.0 (level 3+) and Sat 10 Proficiency) by 10%**
Targets Supported	• Reading - AMO's • Reading - FCAT2.0 • 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	• Research based intervention materials • Provide coaching to teachers • Provide Professional Development
Targeted Barriers to Achieving the Goal	• Lack of knowledge on how to increase text complexity • Lack of understanding of what rigor is and how to increase rigor in the classroom. • Differentiated instruction is not meeting the needs of on grade level and above grade level students. • Lack of knowledge of effective implementation of CCSS.

Plan to Monitor Progress Toward the Goal

Action:
increased student achievement

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
on going

Evidence of Completion:
FCAT 2.0

Goal #4:	**Increase student achievement in Math on FCAT 2.0 (level 3+) and SAT 10 (proficiency) by 10%**
Targets Supported	• 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 • Professional Development • Grade Level PLC • iPads
Targeted Barriers to Achieving the Goal	

Plan to Monitor Progress Toward the Goal

Action:
That teachers are effectively teaching concepts

Person or Persons Responsible:
MTSS Coach, SBLT, Principal, AP

Target Dates or Schedule:
on going

Evidence of Completion:
lesson plans

Goal #5:	Increase student achieving 3.0 or higher on the FCAT science by 10%.
Targets Supported	• Science - Elementary School
Resources Available to Support the Goal	• Science lab • Science materials in the classroom • Non-fiction text
Targeted Barriers to Achieving the Goal	• Teachers not using the resources at their disposal effectively

Plan to Monitor Progress Toward the Goal

Action:
That student achievement is increasing

Person or Persons Responsible:
MTSS Coach, SBLT, Principal, AP

Target Dates or Schedule:
During data reviews

Evidence of Completion:
student achievement data

Goal #6:	To increase the number of families participating in school-wide after school activities by 15%
Targets Supported	• Parental Involvement • EWS - Elementary School
Resources Available to Support the Goal	• Teachers for presenting after school family events • Materials needed for after school family events
Targeted Barriers to Achieving the Goal	• Communication for parent notification of after school family events

Plan to Monitor Progress Toward the Goal

Action:
An increase in the number of families participating in Family Activities

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Monthly (on going)

Evidence of Completion:
Parent sign-in sheets

Goal #7:	**To desrease the number of students holding attributes that contribute to dropping out of school**

Targets Supported	• EWS - Elementary School
Resources Available to Support the Goal	• Social Worker • MTSS Coach
Targeted Barriers to Achieving the Goal	• No one data base currently has all that information available.

Plan to Monitor Progress Toward the Goal

Action:
A reduction in the attributes that contribute to school drop out

Person or Persons Responsible:
Principal, Social Worker

Target Dates or Schedule:
Monthly progress monitoring

Evidence of Completion:
CST Meeting notes, attendance and behavior data

Goal #8:	**Increase percentage of student scoring a 3.5 or higher by 10% in writing as measured by FCAT 2.0**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness • Additional Targets

Resources Available to Support the Goal	• Literacy Coach (school-based); Core Writihng Training; District Writing supervior through Learning Specialist ;Professional Development; Write Score Computer-based program.
Targeted Barriers to Achieving the Goal	• 2 new teachers to 4th grade; • Different curriculum than county, using Core Connections.

Plan to Monitor Progress Toward the Goal

Action:
Monthly writing prompts

Person or Persons Responsible:
MTSS Coach and classroom teacher

Target Dates or Schedule:
Monthly PLCs for writing

Evidence of Completion:
Scores entered onto progress monitoring graph

Goal #9:	**Decrease the achievement gap between African American students and their nonblack counterparts by 10%**
Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Intervention Teachers • MTSS Coaches • Research based intervention materials • After School remediation and enrichment
Targeted Barriers to Achieving the Goal	• Getting children to participate in after/before school activities

Plan to Monitor Progress Toward the Goal

Action:
Assessment tools provided with the program and Running Records doen in school

Person or Persons Responsible:
Promise Time provider, MTSS COach

Target Dates or Schedule:
Using ongoing progress monitoring

Evidence of Completion:
Final data review in May minutes

Action Plan for Improvement

Goal #1:	Create a safe and secure environment.
Barrier #1:	Commitment to goal by some stakeholders
Strategy #1 to Overcome the Barrier	Increase communication

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 #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Increase student achievement in Reading on FCAT 2.0 (level 3+) and Sat 10 Proficiency) by 10%
Barrier #1:	Lack of knowledge on how to increase text complexity
Strategy #1 to Overcome the Barrier	Professional Development and book studies

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

Action:
Professional Development on understanding and implementing text complexity

Person or Persons Responsible:
Reading Coach

Target Dates or Schedule:
September 2013

Evidence of Completion:
Completed coaching cycle and completed book study

Facilitator:

Participants:
Literacy Coach and Instructional Staff

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

Action:
increase text complexity

Person or Persons Responsible:
Principal, Reading Coach, and AP

Target Dates or Schedule:
on going

Evidence of Completion
Classroom assessments

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

Action:
That by increasing text complexity, student achievement increases

Person or Persons Responsible:
Reading Coach, Principal, AP

Target Dates or Schedule:
on going

Evidence of Completion:
classroom assessments

Goal #3:	Increase student achievement in Reading on FCAT 2.0 (level 3+) and Sat 10 Proficiency) by 10%
Barrier #2:	Lack of understanding of what rigor is and how to increase rigor in the classroom.
Strategy #1 to Overcome the Barrier	Professional development on increasing rigor

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Professional Development

Person or Persons Responsible:
Reading Coach

Target Dates or Schedule:
October 2013

Evidence of Completion:
Coaching cycles

Facilitator:

Participants:
Reading Coach

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

Action:
Fidleity Checks

Person or Persons Responsible:
Principal and assistant principal

Target Dates or Schedule:
on going

Evidence of Completion
Walk through data base

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

Action:
Increased rigor

Person or Persons Responsible:
Reading Coach, Principal, AP

Target Dates or Schedule:
on going

Evidence of Completion:
evidence of increased rigor in teh classrooms

Action Step(s) Missing for Goal #3, Barrier #2, 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 #2 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Increase student achievement in Reading on FCAT 2.0 (level 3+) and Sat 10 Proficiency) by 10%
Barrier #3:	Differentiated instruction is not meeting the needs of on grade level and above grade level students.
Strategy #1 to Overcome the Barrier	Professional Development

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

Action:
Making sure that teachers are differentiating instruction that meets the needs of the students

Person or Persons Responsible:
Reading Coach, MTSS Coach, District trainers

Target Dates or Schedule:
September 2013

Evidence of Completion:
student achievement

Facilitator:

Participants:
Reading Coach, MTSS Coach, District trainers

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

Action:
that differentiatd instruction is going on and meeting the needs of the students

Person or Persons Responsible:
Principal, Reading Coach, and AP

Target Dates or Schedule:
on going

Evidence of Completion
increased student achievement

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

Action:
That the differentiated instruction is meeting the needs of the studnets

Person or Persons Responsible:
Reading Coach, Principal, AP

Target Dates or Schedule:
on going

Evidence of Completion:
student achievement data

Goal #5:	Increase student achieving 3.0 or higher on the FCAT science by 10%.
Barrier #1:	Teachers not using the resources at their disposal effectively
Strategy #1 to Overcome the Barrier	Have science coach meet with all grade levels during team planning to discuss upcoming lesson

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

Action:
Assistance with set up of hands-on science lessons

Person or Persons Responsible:
Science Coach

Target Dates or Schedule:
during team planning

Evidence of Completion:
team planning notes/lesson plans

Facilitator:

Participants:
Science Coach

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

Action:
That science coach is meeting with teachers and teachers are effectively teaching science with hands on materials

Person or Persons Responsible:
Principal and AP

Target Dates or Schedule:
on going

Evidence of Completion
lesson plans

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

Action:
That science instruction is effectively improving student knowledge

Person or Persons Responsible:
SBLT, Principal, AP

Target Dates or Schedule:
on going

Evidence of Completion:
student achievement data

Goal #5:	Increase student achieving 3.0 or higher on the FCAT science by 10%.
Barrier #1:	Teachers not using the resources at their disposal effectively
Strategy #2 to Overcome the Barrier	Have science coach help teachers gather necessary materials and help with undertanding

Step #1 to Implement Strategy #2

Action:
Put together materials for teachers to use with hands on science instruction

Person or Persons Responsible:
Science Coach

Target Dates or Schedule:
Prior to units

Evidence of Completion:
lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #5

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 #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #6, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

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

Action:
Panned and executed Family Involvement activity

Person or Persons Responsible:
Principal

Target Dates or Schedule:
End of the Year

Evidence of Completion
Parent sign in sheets

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

Action:
Turnout of famlies

Person or Persons Responsible:
School Improvement Team Goal Manager

Target Dates or Schedule:
The day following the Family Event

Evidence of Completion:
Plus and Delta Chart

Goal #7:	To desrease the number of students holding attributes that contribute to dropping out of school
Barrier #1:	No one data base currently has all that information available.
Strategy #1 to Overcome the Barrier	Pull data from different data bases and incorporate into one data base

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

Action:
Tracking system of attributes that contribute to school drop out

Person or Persons Responsible:
MTSS Coach, Technology Technician

Target Dates or Schedule:
During Child Study Teams

Evidence of Completion:
Completed Process

Facilitator:

Participants:
MTSS Coach, Technology Technician

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

Action:
That all children are evaluated based on proven critieria

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Monthly at CST Meetings

Evidence of Completion
Interventions put in place for children possessing said attributes.

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

Action:
That the intervenitons are showing a decrease in the attributes that contribute to school droop out

Person or Persons Responsible:
Principal, Social Worker

Target Dates or Schedule:
Monthly CST meetings

Evidence of Completion:
Monthly CST notes and progress monitoring

Goal #8:	Increase percentage of student scoring a 3.5 or higher by 10% in writing as measured by FCAT 2.0
Barrier #1:	2 new teachers to 4th grade;
Strategy #1 to Overcome the Barrier	New teacher mentor meetings monthly will address needs for individual teachers

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
New teacher training and assistance and to address concerns of new teachers

Person or Persons Responsible:
Lead Mentor

Target Dates or Schedule:
Once every month at 7:30 A.M.

Evidence of Completion:
Monthly Agendas

Facilitator:

Participants:
Lead Mentor and Mentee

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

Action:
AP will assist Lead Teacher Mentor in creating the agenda based on needs

Person or Persons Responsible:
Assistant Principal and Lead Teacher Mentor

Target Dates or Schedule:
Once a month

Evidence of Completion
Monthly agendas

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

Action:
Walk thrus

Person or Persons Responsible:
Principal and Assistant Principal

Target Dates or Schedule:
on-going

Evidence of Completion:
Feedback forms

Action Step(s) Missing for Goal #8, 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 #8

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 #8

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #8:	Increase percentage of student scoring a 3.5 or higher by 10% in writing as measured by FCAT 2.0
Barrier #2:	Different curriculum than county, using Core Connections.
Strategy #1 to Overcome the Barrier	To have continual trainings with Core Connections.

Step #1 to Implement Strategy #1

Action:
Core Connections Training and implementation in classroom

Person or Persons Responsible:
Fourth Grade Teachers and Literacy Coach

Target Dates or Schedule:
Fourth Grade will meet 4 times before FCAT Writes with the Core Connections writing instructor

Evidence of Completion:
Rubrics, writing samples and FCAT 2.0 scores

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

Action:
Student writing samples

Person or Persons Responsible:
Fourth Grade Teachers, Administration and Core Connections Trainer

Target Dates or Schedule:
Every 3 weeks and throughout writing process

Evidence of Completion
Student writing samples, FCAT 2.0 scores and Common Assessments

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

Action:

Person or Persons Responsible:
Fourth Grade Teacher, Adminstration and Core Connections Facilitator

Target Dates or Schedule:

Evidence of Completion:

Goal #9:	Decrease the achievement gap between African American students and their nonblack counterparts by 10%
Barrier #1:	Getting children to participate in after/before school activities
Strategy #1 to Overcome the Barrier	Use ELP funds to secure transportation home for after school activities

Step #1 to Implement Strategy #1 - Budget Item

Action:
Promise TIme and ELP

Person or Persons Responsible:
AP

Target Dates or Schedule:
Beginning Sept 24

Evidence of Completion:
Studnet sign in sheets

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:
Instructional practices and computer program completion

Person or Persons Responsible:
Program Lead Teacher and Principal

Target Dates or Schedule:
on going walk thrus

Evidence of Completion
Student attendance sheets and completion of computer program

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #9

Action:
Classroom performance

Person or Persons Responsible:
MTSS Coach, Principal, Classroom teachers

Target Dates or Schedule:
Data reviews held 3 times per year (Oct., Jan, May)

Evidence of Completion:
Final data review in May minutes

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

Funds from Title I and the School Improvement Grant will be used to provide interventions for struggling students and enrichment activities and opportunities for students on grade level. This will be done through:

1. The purchase of intervention materials
2. The purchase of enrichment activities and opportunities
3. Providing tutoring opportunities after school.
4. Providing enrichment opportunities before and after school
5. Having Summer School for both struggling and on level students.
6. Purchase Instructional Materials
7. Purchase and maintainence or iPads
8. Purchase of Smart Boards in classroom
9. Purchase of computers to create another computer lab

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

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

Goal #3: Increase student achievement in Reading on FCAT 2.0 (level 3+) and Sat 10 Proficiency) by 10%

Barrier #1: Lack of knowledge on how to increase text complexity

Strategy #1: Professional Development and book studies

Action Step #1: Professional Development on understanding and implementing text complexity

Facilitator leader

Participants
Literacy Coach and Instructional Staff

Target dates or schedule
September 2013

Evidence of Completion and Person Responsible for Monitoring
Completed coaching cycle and completed book study
(Person Responsible: Reading Coach)

Barrier #2: Lack of understanding of what rigor is and how to increase rigor in the classroom.

Strategy #1: Professional development on increasing rigor

Action Step #1: Professional Development

Facilitator leader

Participants
Reading Coach

Target dates or schedule
October 2013

Evidence of Completion and Person Responsible for Monitoring
Coaching cycles
(Person Responsible: Reading Coach)

Barrier #3: Differentiated instruction is not meeting the needs of on grade level and above grade level students.

Strategy #1: Professional Development

Action Step #1: Making sure that teachers are differentiating instruction that meets the needs of the students

Facilitator leader

Participants
Reading Coach, MTSS Coach, District trainers

Target dates or schedule
September 2013

Evidence of Completion and Person Responsible for Monitoring
student achievement
(Person Responsible: Reading Coach, MTSS Coach, District trainers)

Goal #5: Increase student achieving 3.0 or higher on the FCAT science by 10%.

Barrier #1: Teachers not using the resources at their disposal effectively

Strategy #1: Have science coach meet with all grade levels during team planning to discuss upcoming lesson

Action Step #1: Assistance with set up of hands-on science lessons

Facilitator leader

Participants
Science Coach

Target dates or schedule
during team planning

Evidence of Completion and Person Responsible for Monitoring
team planning notes/lesson plans
(Person Responsible: Science Coach)

Goal #7: To desrease the number of students holding attributes that contribute to dropping out of school

Barrier #1: No one data base currently has all that information available.

Strategy #1: Pull data from different data bases and incorporate into one data base

Action Step #1: Tracking system of attributes that contribute to school drop out

Facilitator leader

Participants
MTSS Coach, Technology Technician

Target dates or schedule
During Child Study Teams

Evidence of Completion and Person Responsible for Monitoring
Completed Process
(Person Responsible: MTSS Coach, Technology Technician)

Goal #8: Increase percentage of student scoring a 3.5 or higher by 10% in writing as measured by FCAT 2.0

Barrier #1: 2 new teachers to 4th grade;

Strategy #1: New teacher mentor meetings monthly will address needs for individual teachers

Action Step #1: New teacher training and assistance and to address concerns of new teachers

Facilitator leader

Participants
Lead Mentor and Mentee

Target dates or schedule
Once every month at 7:30 A.M.

Evidence of Completion and Person Responsible for Monitoring
Monthly Agendas
(Person Responsible: Lead Mentor)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program		Total
SIG	$0	$0	$0
Title I	$0	$0	$0
	$0	$0	$0
Total	$0	$0	$0

Budget Detail

Goal #3: Increase student achievement in Reading on FCAT 2.0 (level 3+) and Sat 10 Proficiency) by 10%

Barrier #1: Lack of knowledge on how to increase text complexity

Strategy #1: Professional Development and book studies

Action Step #1: Professional Development on understanding and implementing text complexity

Resource Type	Evidence-Based Program
Resource	Research-based interventions for reading and math
Funding Source	SIG
Amount Needed	$0

Barrier #3: Differentiated instruction is not meeting the needs of on grade level and above grade level students.

Strategy #1: Professional Development

Action Step #1: Making sure that teachers are differentiating instruction that meets the needs of the students

Resource Type	Evidence-Based Program
Resource	Book Study
Funding Source	Title I
Amount Needed	$0

Goal #5: Increase student achieving 3.0 or higher on the FCAT science by 10%.

Barrier #1: Teachers not using the resources at their disposal effectively

Strategy #1: Have science coach meet with all grade levels during team planning to discuss upcoming lesson

Action Step #1: Assistance with set up of hands-on science lessons

Resource Type	Evidence-Based Program
Resource	
Funding Source	SIG
Amount Needed	$0

Goal #7: To desrease the number of students holding attributes that contribute to dropping out of school

Barrier #1: No one data base currently has all that information available.

Strategy #1: Pull data from different data bases and incorporate into one data base

Action Step #1: Tracking system of attributes that contribute to school drop out

Resource Type

Resource

Funding Source

Amount Needed

Goal #9: Decrease the achievement gap between African American students and their nonblack counterparts by 10%

Barrier #1: Getting children to participate in after/before school activities

Strategy #1: Use ELP funds to secure transportation home for after school activities

Action Step #1: Promise TIme and ELP

Resource Type

Resource

Funding Source

Amount Needed