

School Improvement Plan

2015-2016

Shore Acres Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Shore Acres Elementary	Principal's First Name Bonnie	Principal's Last Name Cangelosi
School Advisory Council Chair's First Name Beth	School Advisory Council Chair's Last Name Willis	

SCHOOL VISION - What is your school's vision statement?

Succeed, Achieve, Educate...100% Student Success

SCHOOL MISSION - What is your school's mission statement?

The mission of SAE is to provide a rigorous educational program to prepare students to be life-long learners and productive citizens.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Shore Acres has a Multicultural Committee which has representatives from various grade levels. They work together on school-wide projects that support groups of students that have specific needs. The school also schedules various events in accordance with the PTA to meet and mingle with our parent/ student population. All African American students have a staff mentor to meet with them and establish goals on a monthly basis. We have also established a school garden where teachers, parents and students come together to support a healthy body initiative. Finally we have a recycling club to encourage environmentally friendly behavior across campus.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Shore Acres Crisis Committee developed a Crisis Plan that was well thought out prior to the beginning of students' first day of school. This plan is communicated clearly to students and staff and all staff has a Crisis Plan Notebook as well. This ensures that there are clear processes that would be implemented if a crisis were to occur. This committee continues to meet throughout the year to make adjustments if needed.

Before and after school, administration and faculty are present in the hallways, along with our safety patrols, ensuring students adhere to expectations and get to the classrooms quickly and safely. We have duty rosters in place for every member of the faculty. There are always adults present in the car circle ensuring students are loading and unloading from their cars properly, and that traffic flows safely and quickly. The same process is in place in our bus circle as well, ensuring the safety of our students at all times. During the school day, staff and students have been informed and trained to keep our campus safe. Classroom doors are kept locked and students are taught never to open a door for anyone they do not recognize and/or does not have a school issued identification badge. Unauthorized adults are walked to the office immediately if found in the school.

Respect at Shore Acres Elementary is a mutual expectation. Protocols are in place to ensure that students and faculty both give and receive the respect they have earned. Common area expectations are posted and communicated via our Morning Eagle news, classroom meetings, cafeteria assemblies, and by our specialists across the campus. Students are rewarded and recognized when adhering to expectations in all areas. When students do not meet the expectations there is a clear intervention process in place to deal with behavior. We have developed a systematic, step-by-step process for redirecting those students that do not adhere to the expectations.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Shore Acres has a School-wide Behavior Plan that is clearly communicated to all students and staff. Our School Wide Behavior Plan

focuses on positive behaviors in all areas of the school. Students are given tokens and classes are rewarded for following school wide rules. Training for our School-Wide Behavior Plan (SWBP) is given to staff during preschool trainings. We have a school-wide set of rules that all students know and have gestures for the rules to help remember them. It is an acronym, P.R.I.D.E. (Positive Attitude, Respect, Individual responsibility, Demonstrates Safety, Excellence always)! In addition, there is a processes for handling classroom behavior that is sequential. We also have a School-wide Cafeteria Plan where we use green, blue, yellow and red Solo Cups to encourage and reward positive behavior. Classes are rewarded with a green cup by the end of the lunch period if they are following the cafeteria expectations for behavior and voice level. Classes receive a green check mark on the poster and after they receive a certain preset amount of green checks they are awarded a prize. We have also implemented a plan for students to earn a spot in the Eagle Eatery. Teachers and classes nominate fellow students to eat with a friend for the week. We placed this on the stage in the cafeteria for incentive.

The most valuable and effective means of ensuring that students are behaving is ensuring that students are actively engaged in learning. Throughout the year teachers learn ways to raise student engagement. Through the use of technology and research-based strategies , i.e. Kagan Structures, students are expected to participate and discuss their thought processes and solutions;, and to demonstrate higher-order thinking processes (metacognition) in the classroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Shore Acres has a full time guidance counselor, Karen Waldrop, who focuses her energy, time and resources to meet the social-emotional needs of all students by providing counseling, mentoring and other pupil services. We also use our School-based Leadership Team, which meets weekly, to discuss specific students social-emotional needs and take the necessary steps to address them. 4th and 5th Grade minority students participate in the STEP Program led by our guidance counselor Mrs. Waldrop. We also have a student mentoring program in place, started by our assistant principal Mrs. Stoessel, which targets students throughout each grade level that are at risk academically and behaviorally. These students are paired with a faculty member that works to build a relationship with the student and continues for as long as that student attends Shore Acres Elementary. Time spent could include homework help, academic remediation, behavior modification, notes home and to encourage in the classroom, and even simple things like a monthly lunch. We are seeing positive results from these students.

We have an extensive extended learning plan at Shore Acres. Several of our teachers extend the school day with clubs and tutoring. This includes remediation and enrichment both academically and in the arts. This year we will include two STEM clubs to promote robotics and hands-on engineering career choices for all of our students. We also utilize two hourly teachers to enhance our interventions in the classroom allowing the classroom teacher more time to raise the students' achievement levels. These teachers are working with our Tier 2 RTI students while the classroom teacher concentrates on Tier 3 and Tier 1 during our intervention periods.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Beth	Willis	Parent
Heather	Coffey	Parent
Katie	Fader	Parent
Terri	Rogers	Parent
Stephanie	Cox	Parent
Alberto	Sanchez	Parent
Ivette	Icordero	Parent
Amanda	Zondervan	Parent
Carla	Brown	Parent
Todd	Humphrey	Parent
Kelly	Olson	Parent

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Jessica	Smith	Parent
Christie	Bruner	Parent
Shannon	May	Parent
Alicia	Trafford	Parent
Carla	Brown	Community
Betty	Williamson	Teacher
Theresa	Ho	Teacher
Kimberly	Kinsler	Teacher
Jo	Jackson	Support
Bonnie	Cangelosi	Administration
Kimberly	Stoessel	Assistant Principal

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Last year's school improvement plan is integrated into this year's school improvement plan, for it is a living document. As our SIP team worked on this year's new SIP they reviewed last year's and evaluated each goal and whether or not we met that goal. In addition, administration reviewed last year's SIP plan during Preschool training as an introduction to teachers' meeting in teams to develop this year's plan. Last year, our SIP and professional development was focused on raising the percentages of students meeting a level 4 or 5 in Reading and Math. In the past our efforts were mainly focused on our lowest 25% but last year stakeholders decided to focus on those students at the higher end of the achievement scale without jeopardizing our efforts at the lower end of the scale. As a result we saw an improvement in our higher achieving students but realize that the lowest 25% did not make the gains we are accustomed to at Shore Acres. The gains in the lower 25% in actuality dropped from years past. Therefore this year we have developed a more balanced approach to learning in order to see students succeed at all levels and in the process exceed expectations. Processes have been put in place to continue and improve student learning at all levels.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We were budgeted \$2,700 and the majority of that was used to pay teachers for SIP planning outside the school day to enhance our efforts to meet our SIP goals.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

Those members from last year's SAC committee who will still serve this year, were presented the plan at a meeting during pre-school in August.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

Review and approve SIP. Help with curriculum nights. Support Student Council efforts.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Our SIP funds this year are going to be used for staff professional development and to purchase materials that align with our SIP goals.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I CURRENT SCHOOL STATUS

Section C Leadership Team

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Bonnie	Last Name Cangelosi	Email Address cangelosib@pcsb.org	
Highest Academic Degree Doctor of Education	Field of Study Educational Leadership	# of Years as an Administrator 19	# of Years at Current School 5
Certifications (if applicable) ESOL, Early Childhood, Elementary Education, School Administration			

ASSISTANT PRINCIPAL #1

First Name Kimberly	Last Name Stoessel	Email Address stoesselk@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 4	# of Years at Current School 4
Certifications (if applicable) Elementary Education, ESOL, School Administration			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I CURRENT SCHOOL STATUS

Section D Public and Collaborative Teaching

INSTRUCTIONAL EMPLOYEES

of instructional employees: 54

% receiving effective rating or higher: 90%

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 97%

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100%

% ESOL endorsed: 52%

% reading endorsed: 9.1%

% with advanced degrees: 33.3%

% National Board Certified: 3.7%

% first-year teachers: 1.9%

% with 1-5 years of experience: 16.7%

% with 6-14 years of experience: 27.8%

% with 15 or more years of experience: 53.7%

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Person responsible: Dr. Bonnie Cangelosi, Principal

Strategies: District creates list of highly qualified teachers. We interview from that list using interview questions that focus on our school goals for improvement. We hire those teachers who most closely align with our SIP goals.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The number one action we took to encourage positive working relationships between teachers was to ensure that grade level teams had a block schedule whereby they had time to work and plan together. This makes up our PLCs (Professional Learning Communities). We started out the school year with a scavenger hunt that each team had to complete within a two hour time limit. This promoted problems solving and teamwork for each of our school's teams of educators.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Observe mentee's instruction & provide feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress & analyzing student work; Modeling or co-teaching lessons . Pairings are based on grade level assignment and district trained mentor. We also have a schoolwide coach who is responsible for welcoming each new staff member to the building and providing support throughout their first year on campus.

PART I

CURRENT SCHOOL STATUS

Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

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

The SBLT will analyze data in order to identify student achievement trends and groups in need of intervention. The team makes decisions that determine the allocation of school resources. All school resources (personnel, materials, curriculum, etc.) are used to support the achievement of all students as outlined in the School Improvement Plan. MTSS is a system-wide approach that promotes

deeper knowledge of differentiated instruction. It is aligned with Response to Instruction and Intervention approach and problem-solving teams. The RtI processes focus on students who are struggling and provide a vehicle for teamwork and data-based decision making to strengthen their performances before and after educational and behavioral problems increase in intensity. It Focuses on aligning the entire system of initiatives, supports, and resources. The team also systematically addressing support for all students, including gifted and high achievers. So, we focus on core instruction, differentiated instruction in small groups and if not successful in small groups students are provided with Tier 3 support one-one-one differentiated instruction matching student's needs. We progress monitor on Tier 2 and Tier 3 providing data points that are reviewed. When a student continues to struggle after being given all levels of support the team determines if that student requires additional testing, observation, etc.... Throughout this process we match our funding and staffing to the needs of the students based on the data.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Dr. Bonnie	Cangelosi	Principal
Kimberly	Stoessel	Assistant Principal
Karen	Waldrop	Guidance Counselor
Deborah	Flannery	Compliance Educational Diagnostician
Delia	Meros	School Psychologist
Theresa	Reinhart-Ho	Speech/ Language Teacher
Patti	Bylar	Speech/ Language Teacher
Angela	Tuckett	Social Worker

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Students are identified by teachers who begin a three tier intervention process with the students. At that same time the teacher notifies the SBLT team and parents that they have started interventions with the child. This child is then discussed at the next SBLT meeting. Teacher keeps data on the child and if interventions did not work, the teacher then moves the child to a Tier 2 level in the process. At this time small group interventions are added and hourly teacher support is pushed in. Progress monitoring data is kept on these children and discussed at SBLT meetings. If the child still does not make progress he/she is moved to Tier 3 in the process where he/she works one-on-one with the teacher and hourly teacher with intensive interventions. The child is progress monitored and data is kept and discussed at weekly SBLT meetings. If the child still does not improve the child is then considered for further testing and possible placement into a special education program.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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).

EDS is used for District Common Assessment in Reading, Writing, Math, and Science. Data Warehouse displays all testing data. Ongoing Progress Monitoring data is displayed on Aimsweb. Teacher data bases contain Formative Assessments data. The SBLT meets weekly and reviews the progress monitoring data that is being collected on each identified child. At this time decisions are made to meet with the teacher to move the child to a next level if needed or to exit the child from the process.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Teachers are trained in the MTSS process as they are the first and primary level of support as they are responsible for providing the students the core instruction. During our weekly meeting we review data and make support decisions as a team. Members from the team are assigned to ensure steps for intervention are implemented. Classroom teachers are trained and updated in the MTSS process

twice each year. Individual teachers with problems are assigned to a SBLT team member to support them and help them better understand the process.

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

We insure that the district provided instructional materials, aligned to Florida Standards, are being implemented with fidelity through the use of grade level PLC's and administrative walk-throughs. To monitor implementation of the core curriculum with fidelity, administrators will use the administrators "month-at-a-glance", marzano teacher's evaluation model, administrators will also have one-on-one conversations with students to monitor where they are in the learning process according to the Marzano learning Scales and goals, and teachers will post current data acquired through formative assessments.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

We use data from the following sources to differentiate instruction: MFAS, ELA , Science and Math Modules, formative assessments, running records, district formative assessments, and FLKRS. For students that need further intervention we use progress monitoring tools such as ORF, Maze, DIBELS, and Jan Richardson's Progress Monitoring. Using the data, teachers provide differentiated instruction that meets the needs of each students. Some interventions include: Jan Richardson's Next Step to Guided Reading, CPALMS, FCRR online resources (not FAIR Assessments), Start Up and Build Up, Sundance Comprehension Kit, VanderWalle Student Centered Mathematics, Close Reading, one-one conferring, and LLI. In addition, students that are advanced learners teachers provide enrichment. Examples of this include: project-based learning, Math Super Stars, Battle of the Books, and STEM Clubs.

From week one of the school year, teachers were provided with data folders for each Tier 2 and Tier 3 student in their classroom. These folders include: previous data points and graphs, six new progress monitoring assessments to administer over a 6 or 12 week period, and the information they will need to participate in data chats to modify the students' learning goals and modify instruction accordingly. Administrators will then be able to do walk-through fidelity checks to ensure ALL students are receiving the proper interventions. Tier 2 students are receiving differentiated instruction based on data points from either their classroom teacher or an hourly teacher. Tier 2 students are monitored by the instructional teacher on a bi-weekly basis using DIBELS Next. Tier 2 data chats take place once a month during PLC's. Tier 3 students have a lower student-to-teacher ratio in a small group setting with the classroom teacher to provide intensive remediation based on their individual needs using researched-based strategies. The classroom teachers have the responsibility to progress monitor all Tier 3 students using AIMS Web and to have periodic data chats with MTSS Team to report results and to make future decisions for interventions.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Utilizing rigorous learning goals.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to set a purpose for student learning and to drive instruction for teachers

Provide a description of the strategy below.

The teacher clarifies learning goals that state what students will know or be able to do at the end of a lesson, unit, or semester. The teacher translates general statements from standards documents into the following learning goal formats: Students will understand _____ or Students will be able to _____.

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

Student Notebooks and administrative observation

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom Teachers and Administrators

INSTRUCTIONAL STRATEGY #2

Strategy Type

Teachers will become proficient in the utilization of scales for targeted learning goals.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

This strategy provides teachers the opportunity to assess student needs to differentiate instruction and interventions based on Florida State Standards. This also allows students to monitor their own progression of learning.

Provide a description of the strategy below.

Teachers will design a Marzano-based formal scale for the targeted learning goals representing a learning progression towards meeting the goal or standard at a level 3.0 using a 5 value scale.

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

Data will be collected using student notebooks and teacher formative assessment records.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will use differentiated instruction (i.e. small groups, intensive one-on-one instruction, support technology like Soar to Success) to meet the needs of all students utilizing teacher developed Math Formative Assessments utilizing the CPALMS website as well as the VanderWalle book.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

This strategy provides teachers data to drive differentiated instruction.

Provide a description of the strategy below.

Using the Florida State Standards teachers use formative assessments (Resource: CPALMS) to collect data to drive their differentiated instruction.

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

Classroom teachers use CPALMS and teacher made rubrics. Following the data collection teachers meet during their PLCs to review the data and provide differentiated instruction. Following the differentiated instruction teachers formatively assess the students to determine their success level and provide more remediation if necessary.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teachers

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will focus on utilizing the 7-Highest Yielding Strategies from Marzano Teacher Evaluation Model with an intensive focus on helping students examine their reasoning and engaging students in cognitively complex tasks through professional development and PLC's.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to develop and maintain highly effective teachers for highest student achievement across the curriculum.

Provide a description of the strategy below.

Teachers will effectively use the 7-highest yielding strategies to address content: identifying critical content, helping students elaborate on new content, helping students record and represent knowledge, helping students examine similarities and differences, helping students examine their reasoning, helping students revise knowledge, and engaging students in cognitively complex tasks involving hypothesis, generation and testing.

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

Data will be collected through formal and informal feedback.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We adhere to the district's Curriculum time lines, including all of Pinellas County's Modules. This provides stability for students transferring in and out of our school. Students are also sent to their new school, within the county, with all their academic records including the PIAP folder.

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Dr. Bonnie	Cangelosi	Principal	cangelosib@pcsb.org
Kimberly	Stoessel	Assistant Principal	stoesselk@pcsb.org
Paula	Keane	Teacher	Keanep@pcsb.org
Barbara	Papia	Teacher	papiab@pcsb.org
Kelly	Burke	Teacher	Burkekel@pcsb.org
Samira	Cotto	Teacher	cottos@pcsb.org
Stacy	Holman	Tech Specialist	holmans@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Literacy Leadership Teams create 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)
- This team also attended the district offered Data Champion training to support the process of analyzing school-wide data, sharing trends with staff, and leading discussions on using this data to drive instruction.

Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Support staff with professional development initiatives based on the strategies and goals in our School Improvement Plan.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		85

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62		72

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53		85

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		70

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		70

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32		70

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	69		85
Black/African American	37		70
Hispanic	50		70
Asian	86		88
American Indian	n/a	n/a	n/a
English Language Learners (ELLs)	42		70
Students with Disabilities (SWDs)	0		70
Economically Disadvantaged	52		74

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

85% of all students will be proficient in reading as measured by Florida Standards Assessment
 Black/Afric.Am. students will reach or exceed the identified AMO target in Reading of 70%.
 Shore Acres Reading goal is to reach the 2015-2016 Targets on the AIR (FSA) in all subgroups by implementing rigorous instruction which aligns to the Florida State Standards.

Provide possible data sources to measure your reading goal.

All students' reading progress will be monitored through the use of ELA Modules, running records and formative assessments. Kindergarten student's reading is also monitored through the Florida Kindergarten Readiness Screening (FLKRS). Third grade students' reading will also be monitored through their Portfolio assessments. All struggling students in reading (Tier 2) will be monitored using DIBELS Next bi-weekly. All struggling students in reading who are in Tier 3 in the Rtl process will be monitored weekly by their primary teacher using AIMS Web Probes.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will study and implement Marzano's Model of Effective Instruction with goal setting, focused practice, focused feedback and observations, and discussions of teaching to improve their instructional practices.	Training will be implemented for all staff with an emphasis placed on Domain 1: Classroom strategies and behaviors. Curriculum meetings and PLC's will align data discussions and lesson planning on Marzano's model.
Action 2	Plan to Implement Action 2
Teachers will post learning standards based goals and Marzano based formal scales representing a learning progression towards meeting the goal or standard at a level 3.0	Training will be implemented for all staff on creating and using Marzano's scales.
Action 3	Plan to Implement Action 3

Continue to increase rigorous instruction.	Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading, rereading, and using monitoring tools. Teachers will continue to participate in professional development throughout the year based on staff survey of needs. This professional development will increase the understanding and implementation of text complexity, using highest yield strategies, phonics/fluency strategies and module planning . In order to increase understanding of data, and use it for instructional planning, enriching activities and using appropriate interventions, additional professional development will occur at the beginning of the year to teach instructional staff how to use data effectively to guide academic instruction. The literacy coach, administrators, and highly effective teachers will work with individual teachers and lead monthly professional development.
Action 4	Plan to Implement Action 4
Teachers will increase the focus of differentiated instruction to the students scoring in the lowest 25% percentile based on FSA and ELA assessments.	Teachers will attend training all year on using highest yield strategies, using interventions based on student needs and tools for monitoring students . All students identified in the lowest 25% category will participate in researched based interventions with school resource support. Teachers will continue to provide Extended Learning after school focused on individual needs.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65		85

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

85% of all students will be proficient in writing as measured by Florida Standards Assessment.
 70% of black/Afric.Am. students will be proficient in the Florida Standards Assessment in Writing.
 Shore Acres Writing goal is to reach the 2014-2015 AMO Targets on the state assessments in all subgroups.

Provide possible data sources to measure your writing goal.

All students' writing will be monitored using The district Module Assessments' Rubric, teacher Formative Assessments , writing journals, and one-on-one conferring.
 Fourth and Fifth grade students' writing will also be assessed via the Florida Statewide Assessment.

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How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Continue to implement the district ELA Modules at all grade levels with fidelity	Continue professional development on the ELA Modules.
Action 2	Plan to Implement Action 2
Continue to increase explicit writing instruction on writing in response to an informational text.	Teachers will continue to participate in monthly PLCs to discuss and evaluate data to determine writing instructional needs. Focus will be on informational text and developing strategies to instruct on writing in response.
Action 3	Plan to Implement Action 3
Continue to increase conferring time focusing on elaboration and conventions.	Teachers will continue to participate in school-based training on conferring and elaboration. Follow-up discussions will occur in PLC meeting on a monthly basis.
Action 4	Plan to Implement Action 4
Continue to Focus instruction on Tier 2 vocabulary and conventions with our Black/Afric. Am subgroup.	Teachers will continue to increase conferring time with Black/ Afric.Am students focusing on Tier 2 vocabulary using Marzano's Six Steps to Better Vocabulary.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31		85

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20		90

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		70

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
45		70

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59		85

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	155	69	83
Black/African American	12	39	70
Hispanic	22	61	70
Asian	9	90	88
American Indian	0	n/a	n/a
English Language Learners (ELLs)	2	17	70
Students with Disabilities (SWDs)	15	50	70
Economically Disadvantaged	90	54	70

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

85% of all students will be proficient in mathematics as measured by Florida Standards Assessment
70% of our lowest performing students (25%) will improve their scores.

Provide possible data sources to measure your mathematics goal.

In math all students will be monitored through cycles of formative assessment and math journals.
First through fifth grade students will also be monitored by District Math Common Assessments.
Third through fifth grade students math skills will be measured by the Florida State Assessments.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will study and implement Marzano's Model of Effective Instruction with goal setting, focused practice, focused feedback and observations, and discussions of teaching to improve their instructional practices.	Training will be implemented for all staff with an emphasis on Domain 1: Classroom strategies and behaviors. Curriculum meetings and PLC's will align data discussions and lesson planning on Marzano's model.
Action 2	Plan to Implement Action 2
Teachers will post learning standard based goals and Marzano's based formal scales representing a learning progression towards meeting the goal or standards at a level 3.0	Training will be implemented for all staff on creating and using Marzano's scales.
Action 3	Plan to Implement Action 3
Continue to use MFAS across all grade levels.	PLC's will focus on the data gleaned from formative assessments. This data will be used to drive and differentiate instruction for all students. CPALMS will be utilized for instructional planning.
Action 4	Plan to Implement Action 4

Teachers will provide students scoring in the lowest 25% on FSA with additional opportunities for mathematical practice.	Within the school day teachers will use research-based intervention strategies to provide differentiated instruction. Additionally, math mentors will be gathered from the community (high schools, banks, etc.) to work with students who have been identified as performing in the lowest 25% in math. Teachers will provide after school enrichment within the ELP program for struggling math students.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34		85

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		70

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67		80

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

85% of our 5th Grade students will be proficient in Science as measured by Florida Standards Assessment

Provide possible data sources to measure your science goal.

All students' understanding of science will be monitored by formative assessments, success criteria rubrics, and science journals. First through fifth grade students' understanding of science will be monitored through District Assessments. Fifth Grade students' understanding of science will be measured by the Florida State Assessment Test.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All teachers will study and implement Marzano's Model of Effective Instruction with goal setting, focused practice, focused feedback and observations, and discussions of teaching to improve their instructional practices.	Emphasis will be placed on Domain 1: Classroom strategies and behaviors. Curriculum meetings and PLC's will align data discussions and lesson planning on Marzano's model.
Action 2	Plan to Implement Action 2

Teachers will post learning standard based goals and Marzano's based formal scales representing a learning progression towards meeting the goal or standards at a level 3.0	Training will be implemented for all staff on creating and using Marzano's scales.
Action 3	Plan to Implement Action 3
Students will use SLAGs and Science Journals with fidelity	All teachers will receive class sets of SLAGs and will be trained on how to best utilize these tools. PLC's will cover proper and effective use of journals using student notebook samples.
Action 4	Plan to Implement Action 4
Increase the amount of hands on learning experiences	Teachers will plan at least one in class science investigation per unit.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

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

Students Scoring at Achievement Level 3

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

We will be exposing our students to STEM through our after school STEM Academies and STEM Robotics that will be run by our tech specialist and another Science Teacher. 60 students will be exposed to systematic STEM activities to promote future participation in STEM careers.

Provide possible data sources to measure your STEM goal.

Our STEM Goal will be monitored by:

1. The number of students involved in the STEM after school club on a weekly basis.
2. Science and Math FSA results in the Spring.
3. Modified Attitudes Towards Science Inventory: Measures students' attitudes towards science related to such factors as students' perceptions of the science teacher, anxiety towards science, value of science in society, self-concept towards science and the desire to do science. This will be used to compare non-STEM students to the students that participate in the after school program.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increase student engagement to promote highest student achievement in STEM areas (Math and Science for elementary students).	STEM Academies combine STEM experiments and Robotics Activities for an overall introduction to STEM career information and careers. The STEM Academy relies on verbal and written communications. Students are expected to keep an Engineer's Notebook.
Action 2	Plan to Implement Action 2
Students will produce a final project to present at the district-wide STEM expo. This is a student run activity.	Students in the STEM Academies will spend 6 weeks experimenting and producing a board to display student learning and outcomes.
Action 3	Plan to Implement Action 3

Students will use coding software to create video games.	Students will use several web-based programs to create student made video games using coding.
Action 4	Plan to Implement Action 4
Students will use iPads and coding software to program small robots.	Students will use software and iPads to guide a robot through a maze. This will involve coding and team work to complete this project. PTA will help purchase several robots for use.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	29%	19%	10%
Grade 1	24%	33%	10%
Grade 2	27%	33%	10%
Grade 3	22%	41%	10%
Grade 4	22%	25%	10%
Grade 5	17%	0%	0%

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	8%	17%	10%
Grade 1	8%	11%	10%
Grade 2	7%	11%	10%
Grade 3	9%	12%	10%
Grade 4	11%	11%	10%
Grade 5	6%	25%	10%

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4%	8%	5%
Grade 1	2%	5%	3%
Grade 2	1%	3%	2%
Grade 3	4%	10%	8%
Grade 4	2%	7%	5%
Grade 5	0%	4%	2%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	1%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	1%	0%
Grade 4	0%	1%	0%
Grade 5	0%	0%	0%

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	1%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	2%	0%
Grade 4	<1%	2%	0%
Grade 5	0%	1%	0%

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3%	5%	0%
Grade 1	0%	0%	0%
Grade 2	<1%	0%	0%
Grade 3	<1%	2%	0%
Grade 4	0%	1%	0%
Grade 5	0%	1%	0%

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	1%	2%	0%
Grade 2	0%	1%	0%
Grade 3	1%	3%	0%

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	n/a	n/a	n/a
Grade 1	n/a	n/a	n/a
Grade 2	n/a	n/a	n/a
Grade 3	20%		10%
Grade 4	35%		17%
Grade 5	14%		7%

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	4%	1%	0%
Grade 4	15%	3%	0%
Grade 5	4%	10%	0%

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	1	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	2%	6%	4%
Grade 1	3%	0%	0%
Grade 2	<1%	0%	0%
Grade 3	6%	5%	3%
Grade 4	4%	4%	2%
Grade 5	2%	3%	1%

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

A Child Study Team will be formed to address students presenting with early warning indicators. A focus will be on tardies and absences. The committee will examine the data for students with a loss of 10% or more of instructional days and then contact those families to problem solve a solution. Teachers and staff will collaborate with parents/families to share data, coordinate supports between school and home in order to develop and maintain open lines of communication. The data shows that Black students are more than 2.5 times as likely as other students to receive referrals to address this issue we will implement a Contingency Management Program to provide positive reinforcement for certain appropriate behaviors to increase their frequency

- (a) TOKEN ECONOMY: Give tokens or chips for certain behaviors that can be exchanged for larger rewards
- (b) CONTINGENT ATTENTION: Provide praise for specified actions
- (c) RESPONSE-COST: Take away tokens or chips contingent on inappropriate behavior
- (d) GROUP CONTINGENCY: All or groups of students earn rewards based on the behavior of the entire group.
- (e) "MYSTERY MOTIVATOR": The reward is unknown prior to earning it.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section I **Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

		Add Target	Delete Target
Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Blk/Afric.Am. students will reach the identified AMO target in Reading, 65% meeting expectations; Focus instruction on academic vocabulary and informational text skills with our Black/Afric.Am subgroup. Staff mentors will be assigned to each black student.	30%		70%
Blk/Afric.Am. students will reach the identified AMO target in Math, 66% meeting expectations; PLCs will focus on Black/Afric.Am subgroup formative assessment data to drive and differentiate instruction. Extended Learning Program will focus on attendance of Black students. Staff mentors will be assigned to each black student.	32%		70%

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Shore Acres Elementary has great family involvement that includes but not limited to: iMom Breakfast, All Pro Dad Breakfast, Room Representatives, volunteers, Birthday Book Carts, maintaining a community garden, PTA partnership for family curriculum nights throughout the school year and monthly after school and evening activities for the families to get involved. Most evening events had an average of 200 families in attendance. Our PTA also provides many means to help fund classroom initiatives and grants.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

We provide student agendas which provide families with daily communication. We provide monthly newsletters; both hard copy and

an electronic version. Administration uses School Messenger to disseminate important information. We encourage families to use Focus to keep them up to date with their student's grades and will be providing community outreach training to support this. Teachers connect with families via phone calls, emails, and family conferences. Many teachers also send home weekly packets of their current graded assignments. Those families whose students are identified as struggling are provided with interventions and families are invited to participate in the RTi process. For the academic areas of Reading, Math and Science we will offer learning-centered experiences outside of the school day for families including Book Fairs, Reading Under the Stars and Math Game Night.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

We have a large participation in the Great American Teach In. We have many corporate partnerships that support our school. Teachers also invite various guest speakers that are from our local community. We have some families that participate in after school programs like: Garden Club, Fitness Club, Spanish Club, Violin Club, etc,.. We have a plan to utilize available resources in the community for highest student achievement including corporate sponsorships, professionals that mentor, and secondary students coming in during the school day to support our students in specific areas for the curriculum, particularly Math number sense.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

[Add Target](#) [Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

[Add PD](#) [Delete PD](#)

Professional Development Identified	
Related Goal(s)	Reading
Topic, Focus, and Content	Planning for informational Text; Grammar and Conventions; Start Up, Build Up, Spiral Up; DBQ's
Facilitator or Leader	Freda Pilcher; Kim Stoessel; Samira Cotto;
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Schoolwide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Every other Monday
Strategies for Follow-Up and Monitoring	Classroom observation done by administration during formal and informal observations using iObservation; during PLC's teachers and administrators will evaluate on-going PD to suggest changes and improvements; end of semester teachers will receive a PD survey to evaluate the first semester PD and the PD team will make changes and improvements for second semester.

Person Responsible for Monitoring	Administrators and Teachers
Professional Development Identified	
Related Goal(s)	Reading
Topic, Focus, and Content	ELA Modules
Facilitator or Leader	District Trainers, Assistant Principal
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grade Level PLCs, KG-5
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Begin September, 2014 in PLCs; Continue Monthly until June, 2015
Strategies for Follow-Up and Monitoring	Classroom observation done by administration during formal and informal observations using iObservation; during PLC's teachers and administrators will evaluate on-going PD to suggest changes and improvements; end of semester teachers will receive a PD survey to evaluate the first semester PD and the PD team will make changes and improvements for second semester.
Person Responsible for Monitoring	Assistant Principal
Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	Soar to Success; Math Journaling; CPALMS
Facilitator or Leader	Julia Quinn; Rasmussen; Winner; Lewis
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Schoolwide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Every other Monday
Strategies for Follow-Up and Monitoring	Classroom observation done by administration during formal and informal observations using iObservation; during PLC's teachers and administrators will evaluate on-going PD to suggest changes and improvements; end of semester teachers will receive a PD survey to evaluate the first semester PD and the PD team will make changes and improvements for second semester.
Person Responsible for Monitoring	Administrators and Teachers
Professional Development Identified	
Related Goal(s)	Math
Topic, Focus, and Content	MFAS, Formative Assessment Study
Facilitator or Leader	Assistant Principal, LLT Team Members
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Grades KG-5 PLCs
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Begin September during PLCs and continue monthly until June, 2015

Strategies for Follow-Up and Monitoring	Classroom observation done by administration during formal and informal observations using iObservation; during PLC's teachers and administrators will evaluate on-going PD to suggest changes and improvements; end of semester teachers will receive a PD survey to evaluate the first semester PD and the PD team will make changes and improvements for second semester.
Person Responsible for Monitoring	Assistant Principal, LLC Team
Professional Development Identified	
Related Goal(s)	All Academic Goals
Topic, Focus, and Content	Marzano's Framework
Facilitator or Leader	Dr. Bonnie Cangelosi and Kimberly Stoessel
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All Instructional Staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Ongoing throughout the year
Strategies for Follow-Up and Monitoring	Classroom observation done by administration during formal and informal observations using iObservation; during PLC's teachers and administrators will evaluate on-going PD to suggest changes and improvements; end of semester teachers will receive a PD survey to evaluate the first semester PD and the PD team will make changes and improvements for second semester.
Person Responsible for Monitoring	All Instructional Staff and Administrators

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

n/a

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Administration provides time for grade level teams to plan and receive training together during their block time at their PLCs. During this time teachers review formative assessments and work together to plan both strategies for remediation and deeper learning. Students still struggling receive a working PMP which identifies their weaknesses and a plan for remediation. If students continue to struggle teachers bring their names before the School Based Leadership Team and we work together to provide further, more intensive, remediation while progress monitoring. If a student, after a course of time where there is no evidence of success, that student will be further evaluated in order to provide additional information needed. If a student does need other services, like speech, OT, PT, ESE, etc...

the student will receive those services. Throughout this whole process the parent is an invaluable participant.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	Teacher PD in Reading and Math
Related Goal(s)	Reading and Math Goal
Actions/Plans	Provide professional development outside the school day for all teachers KG - 5
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Florida State Standards
Description of Resources	CLOSE reading, Effective Planning for the Math Classroom
Funding Source	SIP Funds
Amount Needed	\$1,700.00
Budget Item Description	School Improvement Math and Reading Planning
Related Goal(s)	Math and Reading
Actions/Plans	Teams of teachers, KG - 5, meet outside the school day to plan for effective, data-based instruction.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Lesson Study, Common Core, High Yield Strategies
Description of Resources	Lesson Study, Becoming an Effective Teacher - Marzano
Funding Source	SIP Funds
Amount Needed	\$1,000.00

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	

<p>If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?</p>	
<p>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.</p>	

8-Step Planning and Problem-Solving Process

