School Improvement Plan
2015-2016

Tarpon Springs Fundamental Elementary

Michael A. Grego, Ed.D.
Superintendent

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Tarpon Springs Fundamental Elementary	Elaine	Meils

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Kathryn	Emby

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

100% learning success for all students.

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

With the support of parents and community, the mission of Tarpon Fundamental Elementary School is to maintain its structured, nurturing learning environment to encourage optimum achievement for all students.

SCHOOL ENVIRONMENT

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

The school is a caring community, a place where students' strengths and challenges are respected and nurtured. "Pawssemblies" are conducted to create a positive, school-wide culture. Numerous clubs and extra curricular activities held before and after school allow teacher and students to interact in a positive way and build strong relationships. The principal collects each teacher's classroom behavior plan to review to look for consistency and culturally responsive procedures. Conversation and reminders on the importance of culturally responsive and consistent expectations are implemented throughout staff meetings Staff meetings during the school year. These reminders are done through conversation, what is being noticed and videos on culturally competent classrooms.

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

Schoolwide "Guidelines for Success" establish expectations for student conduct. These guidelines foster a safe and respectful environment for all students. Before school, students are provided with the opportunity to walk around the PE court and socialize with t heir classmates. Teachers greet students at their doors upon entering classrooms in the morning. After school, students gather in the cafeteria to ensure a safe dismissal process. Safety patrols and staff members assist with morning and after school arrival/dismissal.

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.

Established "Guidelines for Success" create the expected environment throughout our school. These expectations set the standard of success for each student. Teachers remind, enforce and hold students accountable to these expectations. If a student chooses to engage in misbehavior, a verbal warning is given. If the misbehavior continues, the teacher will confer with the student privately. Should the behavior continue, a written warning is given. If the misbehavior continues, the teacher will confer with the student privately. Should the behavior continue, a written warning will be completed and noted in the child's planner. The parent/guardian will sign the warning and planner to be returned the next school day. Per Fundamental policy, after any 3 written warnings within an infraction period, the child will serve a detention. Three detentions within an infraction period will require the student/family to be brought before the Intervention and Appeals Committee.

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.

The school counselor conducts monthly classroom lessons that target social/emotional health and good character. These lessons are grade specific and often correlate with the Pinellas County Character trait of the month. Lessons conducted align with the National Counseling standards. Students who demonstrate further needs are able to meet with the counselor either in a small group or individual setting once per week or as needed. For severe behavior concerns, the SBLT will meet to discuss appropriate interventions within the RtI process.

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
Kathryn	Emby	Parent
Shelly	Shutt-Paez	Parent
Leslie	Hourdas	Staff
Tonya	Alexander	Parent
Naki	Angelou	Parent
Traci	Bild	Parent
Julie	Clampitt	Parent
Katy	Cunningham	Parent
Lora	Iosa	Parent
Cora Lee	Mack	Staff
Carlos	Melvin	Staff
Brie	Ochoa	Parent
Varsha	Patel	Parent
Laura	Snare	Staff
Rita	Whitten	Parent
Elaine	Meils	Staff

SIP LAST YEAR

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

The 2014-15 SIP goals were the same, 100% of students will meet expectations in the subjects of reading, writing, math and science. At this time, 89% of students met expectations on the Science FCAT. We are awaiting results of the FSA reading, writing and science results at the time of this writing.

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

SAC funds were utilized to pay for TDE's for teachers to meet with reading coaches during school hours.

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

The SAC reviews and approves the School Improvement Plan. They are also involved in discussing the SIP and monitoring the SIP throughout the school year.

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

The SAC reviews, approves and monitors the SIP. The SAC provides input to the principal on school-related matters pertaining to academic, operational, safety and Fundamental policy.

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.

Funds of $1360.00 will be allocated to teacher professional development and TDE's associated with professional development, including "Just in Time" coach training, visits to other schools, conferences and experts in the field to train on campus.

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.

We are continuing to invite parents to fulfill the percentages necessary to be compliant with the district average. We are identifying potential members and personally reaching out to them to consider membership.

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	Last Name	Email Address	
Elaine	Meils	meilse@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Doctor of Education	Early and Middle Childhood Education	14	8
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Not applicable			

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School

Certifications (if applicable)

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: 21

% receiving effective rating or higher: 100%

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   100%

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

% ESOL endorsed: 72.7

% reading endorsed: 9.09

% with advanced degrees: 40.9

% National Board Certified: 4.5

% first-year teachers: 9.09

% with 1-5 years of experience: 18.18

% with 6-14 years of experience: 31.8

% with 15 or more years of experience: 40.9

PARAPROFESSIONALS

# of paraprofessionals: 0

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

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.

The principal reviews resumes when a position is posted. The principal conducts interviews with a team of teachers, if available, and also contacts supervisors/references to determine the best fit for our school. The principal, grade level team and teacher mentor provide support to new teacher to our school, meeting on a weekly basis.

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

Teachers work collaboratively within PLC's on a weekly basis and within a grade level articulation meeting on a monthly basis. Additionally, the principal, curriculum specialist and guidance counselor meet with grade level PLC's on a monthly basis to collaborate and provide support. The Leadership Team, comprised of primary teachers, intermediate teachers, specialists and the principal meet monthly to provide input and discuss school matters which are then brought back to grade level articulation meetings for all staff members to contribute. The teachers attend trainings and conferences together throughout the school year. The principal has an "open door" policy and is available to meet the needs of the staff.

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

The mentor teacher consistently forms positive relationships with new teachers to support their needs. On-going support and meetings with new and veteran teachers occur with the principal, curriculum specialist and the mentor of new teachers. Considerations are made with input from teachers and staff. Teachers are highly encouraged to pursue professional development opportunities, collaborate in PLC's and seek opportunities for growth within their practice.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBELM-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.

School counselor and curriculum specialist gather student data and input from teachers during PLC meetings. Counselor generates agenda for MTSS/RTI meetings and facilitates the meeting. School psychologist, curriculum specialist, principal and teachers review and interpret data to determine necessary resources, support systems, small and individual instruction necessary to support learning success.

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
Laura	Snare	School Counselor
Elaine	Meils	Principal
George	Sikalos	Curriculum Specialist
Kathleen	Shea	School Psychologist

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

Analyze student data and progress monitoring for students in MTSS. Analyze strategies, resources, interventions, etc. being implemented and/or make adjustments/recommendations to address personalized learning goals of students.

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).

Data resources include classroom assessments, rubrics/scales and student class work. Also considered: Common Assessment data, LLI data (if available), IStation, AIMS web for progress monitoring, teacher observation, warning/referral data

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

Psychologist, school counselor continually provide information and train staff on MTSS. They also provide available intervention resources and progress monitoring.

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.

Teachers are provided with District Curriculum guides which align to Florida Standards. These guides are implemented within classrooms with fidelity and monitored through principal walk through's, lesson plan review and classroom observations.

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.

Utilizing student data, students are identified who require additional interventions, enrichment and support. These interventions include small group instruction, individual assistance and before/after school tutoring should a child be receiving D's/F's or not meeting expectations on assessments. Ongoing formative assessments are used to determine success of the learning goals and drive further instruction. Teachers also provide enrichment opportunities to identified students.

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

Teachers will differentiate instruction for all students, including ESE, ESOL, Gifted/Enrichment, during small group and whole group instruction.

Minutes added to the school year: 0

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

Differentiated instruction is a best practice that provides opportunities for teachers to target individualized student needs which increase potential for greater student learning and achievement.

Provide a description of the strategy below.

Teachers use formative assessment and achievement data to respond to student abilities and readiness, providing tasks and support that are appropriately challenging for the learners in each classroom. Flexible grouping, along with individualized conferring, and instructional support occur on an ongoing basis.

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

A variety of formative assessment strategies, (such as white board responses, exit slips) are used to provide feedback that drive instructional decisions. Teachers also use Paige Keeley resources embedded in Science curriculum throughout the daily instruction.

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

Curriculum specialist will provide materials/resources and professional development. District Math coaches will provide professional development and support. In addition to walk throughs, Dr. Meils will be conducting four observations, as well as monitoring lesson plans and PLC notes.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Teachers will incorporate higher order thinking questions throughout the curriculum, especially when considering #4 on learning scale.

Minutes added to the school year: 0

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

To increase the rigor and critical thinking skills of students in order to meet the Florida Standards for learning.

Provide a description of the strategy below.

Depth of knowledge charts, etc. are used to create questions allowing students to analyze and evaluate new information.

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

Teachers utilize formative and summative assessment data to determine student understanding of learning goals and to drive instruction. Evidence that students are at a #4 on their learning scale.

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

Classroom teachers, Curriculum Specialist and Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will incorporate goals and scales in their learning environment.

Minutes added to the school year: 0

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

Through the incorporation of goals and scales, students will know the standards and know the status of their learning based upon the standards.

Provide a description of the strategy below.

Teachers will have goals and scales for ELA and Math standards posted in their classrooms. Teachers will teach students how to use the goals and scales to monitor their learning of the standards. Students will be indicating their learning through journal activities where they incorporate the scale number based upon their current learning.

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

Teacher observation and review of journals. Assessment data.

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

Classroom teachers, Curriculum Specialist and Principal

INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers will incorporate technology enhanced instruction into lessons.

Minutes added to the school year: _____

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

With the increasing demands of a global society relying on computers and technology, it is crucial that children develop basic computer and information literacy skills as part of a well rounded comprehensive educational program.

Provide a description of the strategy below.

Students participate in learning programs such as ST Math, I Station, and on-line lessons assignments to actively engage with subject-area content on computers and IPads.

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

Classroom, grade level and school-wide reports of progress and success are analyzed in PLC's.

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

Media Specialist, Principal, Curriculum Specialist provide reports showing student progress, teachers monitor student data and use.

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.

A "Back to School" open house evening is conducted before school begins for parents to gain knowledge about their child's new school year. Teachers also conduct additional sessions for those who are new to the school. PTA provides a liaison for new families to contact for questions/concerns. Kindergarten teacher meet with students during the summer for an individual evaluation for class placement.

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

LLT Member First Name	LLT Member Last Name	Title	Email
Elaine	Meils	Principal	meilse@pcsb.org
Michele	Morris	Media Specialist	morrism@pcsb.org
Summer	Torres	Third Grade Teacher	torress@pcsb.org
George	Sikalos	Curriculum Specialist	sikalosg@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.

The LLT will purchase and distribute appropriate books to classroom libraries based upon student need. Additionally, resources for reading interventions will be obtained based upon student data (additional books for intensive reading groups). Teachers will discuss within PLC's their students' progress in reading, what is being done to intervene with struggling students during before/after school tutoring and how they implement enrichment for above level readers.

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

The LLT will offer literacy support to teachers based upon student need and help to obtain books for classrooms and our school media center.

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 (%)
13.2		10

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
78.5		80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
87		100

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
87		100

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
880		100

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		100

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		100

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	91.8		100
Black/African American	66.7		100
Hispanic	90.0		100
Asian	100		100
American Indian	0		100
English Language Learners (ELLs)	50		100
Students with Disabilities (SWDs)	50		100
Economically Disadvantaged	88.2		100

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.

100% of students will achieve at or above grade level within the subject of reading by the end of the school year.

Provide possible data sources to measure your reading goal.

Data will be measured through the Fountas and Pinnell Running Records for struggling students, scales/rubrics to track student progress, IStation, FSA, District Common Assessments and weekly classroom assessments.

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
Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking and listening.	1) Teachers employ instructional methods (e.g. shared reading, read-aloud, explicit instruction, multi-media analysis) to introduce new content, review practice and deepen knowledge. 2) Administrator monitors and supports the implementation of literacy instruction during frequent observations by using monitoring tools and by providing specific feedback. 3) Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking and listening. 4) Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback and opportunities for independent practice. 5) Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depths of Knowledge/Marzano's Taxonomy and adjust instruction through the use of talk, task, text and student needs. 6) Teachers develop rigorous learning goals and performance scales based on identified key standards. 7) Teachers provide opportunities for both explicit vocabulary instruction (academic, domain specific, and Tier II high utility words) as well as opportunities for students to determine the meanings of words using the context of the text. 8) Teachers provide multiple opportunities for students to grapple with vocabulary words across the literacy block, in reading, writing, speaking and listening. 9) Teachers/administrator seek out a literacy coach to address content and/or study effective teacher methods for identified areas of need or interest. 10) Principal monitors lesson plans on a weekly basis.
Action 2	Plan to Implement Action 2
Teachers regularly assess and utilize data to modify and adjust instruction.	1) Teachers meet in PLC's and conduct data chats regularly to review student responses to tasks and plan for instruction based on data. 2) Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping and teacher-created informal assessments to monitor student progress. 3) Teachers regularly provide students with feedback, conducting data chats with students and support students with goal-setting based on data. 4) Teachers and students utilize scales and rubrics aligned to the learning goal to track student progress. 5) Principal monitors weekly classroom data, as well as all assessments in each grade level. 6) Principal and teachers meet on a monthly basis to discuss student data/strategies and modifications to ensure learning success.
Action 3	Plan to Implement Action 3

Teachers will provide additional assistance to students before/after school (within contractual hours) of students not meeting expectations in reading.	1) Teachers will monitor data, classwork and provide additional assistance before/after school to struggling students. 2) Teachers will confer with curriculum specialist and/or reading coach for assistance if necessary. 3) Teachers will log information and share in SBLT meeting on a monthly basis. 4) Principal will monitor extended learning time before/after school and discuss progress of students in monthly PLC meetings.
Action 4	Plan to Implement Action 4
Teachers use data to differentiate and scaffold instruction to increase student performance.	1) Teachers utilize Jan Richardson's Guided Reading routine (as well as other small group methods) to meet the unique needs of their students. 2) Teachers use text sets which include a progression of difficulty to stair-step students into increasingly challenging text. 3) Teachers utilize Istation (web-based program, reports, recommended minutes) as a way to differentiate instructioni and monitor student progress (Tier 1 = 30 mpw, Tier 2 = 60 mpw and Tier 3 = 90 mpw). 4) Teachers meet frequently with students in one-to-one conferences to support students' individual needs. 5) Teachers use a variety of modalities (visual, auditory, kinesthetic) when presenting concepts and instruction to meet the varied needs of the students. 6) Principal will monitor differentiation in lesson plans, walk through's and PLC discussions. (Teachers will indicate differentiation in lesson plans for ESE, ELL and Gifted.)

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 (%)
56.8		100

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

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

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.

100% of students are writing across the curriculum weekly as determined by grade level appropriate measures. By increasing the quantity and variety of writing while stressing the conventions of writing, the quality of writing will improve.

Provide possible data sources to measure your writing goal.

Math journals, science journals, DBQ's and reading response journals.

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
Teachers align instruction to meet the Florida Standards for ELA, district guidelines and needs by providing multiple opportunities across the literacy block for writing.	1) Teachers ensure students regularly write short responses based on text. 2) Teachers provide daily opportunities for students to write over extended time frames (time for research/planning,reflection and revision). 3) Teachers guide students to strengthen their writing as needed by revising, editing. 4) Principal will monitor lesson plans on a weekly basis.
Action 2	**Plan to Implement Action 2**
Teachers will model and implement journaling practices in the subjects of reading, math and science. Teachers and students will evaluate journal writing to reflect analysis of multiple text by the use of appropriate rubrics/scales.	1) Teachers will model and teach students how to evaluate journal writing through the use of rubrics/scales and reflect analysis of multiple text by the use of appropriate rubrics/scales. 2) Students will be provided with opportunities to write in journals across the curriculum. 3) Principal will monitor journals of students in reading, math and science.
Action 3	**Plan to Implement Action 3**
Writing conventions will be modeled by the teacher with the expectations that students incorporate into their writing. Students will revise and edit previous writing based upon teacher feedback.	1) Teachers consistently model the use of conventions and provide editing checklists for students to utilize. 2) Teachers will provide feedback to students for revision and publishing. 3) Principal will monitor student writing and teacher feedback.
Action 4	**Plan to Implement Action 4**
Teachers will provide before/after school assistance (during contractual time) to students struggling in writing.	1) Teachers will monitor data, devise and implement a before/after school schedule to assist struggling writers. Principal will monitor in PLC's. 2) Principal will monitor extended learning time and discuss student progress in PLC meetings.

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 (%)
27.3		100

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
67.8		100

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

LEARNING GAINS

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
95		100

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
99		100

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	95.9		100
Black/African American	66.7		100
Hispanic	90.9		100
Asian	100		100
American Indian	0		100
English Language Learners (ELLs)	50		100
Students with Disabilities (SWDs)	75		100
Economically Disadvantaged	93.3		100

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.

100% of students will meet or exceed grade level expectations.

Provide possible data sources to measure your mathematics goal.

MFAS, STMath, Florida Standards Assessment

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
Mathematics Formative Assessment System (MFAS) and the Mathetmatics Formative Assessment Tasks are available for all grade levels K-5. This is an excellent formative assessment tool and is an expectation for teachers to be using in their mathematics classrooms.	1) Training components to help teacher to implement the MFAS tasks K-5 will be taken on line through videos with assistance from curriculum specialist.

Action 2	Plan to Implement Action 2
Teachers will increase rigor to meet needs of accelerated learners in math.	1) Teachers will attend trainings, be trained by "Just in Time" math coaches, do research and collaborate with colleagues to implement rigor for students. 2) Principal will meet with Math Coach to schedule training needs and dates. 3) Principal will monitor through observation and lesson plan review. Discussion in PLC.

Action 3	Plan to Implement Action 3
Students who are not meeting expectations in math will receive assistance before/after school by teachers (during contractual hours).	1) Teachers will monitor data and devise a before/after school schedule to provide assistance to students struggling in math. 2) Principal will monitor assessment data on a weekly basis and monitor extended learning time instruction. 3) Teachers will present their monthly schedule/instruction, etc. to principal in monthly PLC.

Action 4	Plan to Implement Action 4
Using STMath to fidelity with teacher supervision and interaction.	1) Webinars and online tutorials are available on the STMath site. 2) Teachers will oversee students using this program during intervention time and monitor data. 3) STMath will also be available for students attending the gifted program before/after school in the media center. 4) Principal will monitor ST Math data and discuss in PLC.

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 (%)
25.6	25	20

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72.1	63	80

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

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

Students Scoring at or Above Level 7

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

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.

100% of students will meet or exceed grade level expectations.

Provide possible data sources to measure your science goal.

Science FCAT, District Assessments, weekly assessments

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
Establish routine practice of the 10-70-20 instructional model for students. This model consists of setting the purpose, core science and confirming the learning.	1) Identify teachers as mentors that have exhibited routine practice of the 10-70-20 instructional model. 2) Identify dates/schedule a science "Just In Time" coach to provide PD for teachers. 3) Monitor for consistent routine practice of students: Knowing the learning target, using the 5% lesson/student learning activity guides (SLAGS) and provide on-going formative assessments, confirming the learning through the use of success criteria (students tracking their own learning) and teacher/student conferencing. 4) Principal will monitor during observation and through lesson plan review.
Action 2	**Plan to Implement Action 2**
Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade review diagnostic assessment.	1) Administer assessment and analyze. 2) Identify lowest performing standards b y teacher or grade level for each science strand. 3) Develop a plan of differentiation for students with a priority focus on "bubble" students. 4) Develop an instructional review calendar of on-going support beginning in Sept. 5) Develop an instructional review calendar of on-going support review with an emphasis on Think Central Digital Lessons and informational text. 6) Assign digital lessons for review. H.W. should all be the 3rd and 4th reviews. 7) Principal will monitor through review of assessment and PLC discussion.
Action 3	**Plan to Implement Action 3**
Students in all grade levels will have the opportunity to participate in the school and district science fair. Grades 3-5 will have individual projects.	1) Teachers will guide students through a scientific process to complete an individual or class project.
Action 4	**Plan to Implement Action 4**
Struggling students will be assisted before/after school by teachers.	1) Teachers will monitor data and devise a schedule to provide assistance to struggling students. Principal will monitor.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

<table>
<tr><td colspan="3" align="center">Students Scoring at Achievement Level 3</td><td colspan="3" align="center">Students Scoring at or Above Achievement Level 4</td></tr>
<tr><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td></tr>
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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.

Continue to provide an after school STEM Club for students in grades 4/5

Provide possible data sources to measure your STEM goal.

Number of students participating in STEM Club

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
Maintain or increase STEM club seats	Implementation of STEM club (Two classes per District grant)
Action 2	**Plan to Implement Action 2**
Teachers will attain knowledge of Academy concepts	Teachers attend training provided by District
Action 3	**Plan to Implement Action 3**
Increase STEM awareness at the foundational level in primary grades	Primary teachers, awareness, building of foundation
Action 4	**Plan to Implement Action 4**
Educate fourth and fifth grade students on the importance of participating in STEM activities and academies.	Fourth and Fifth Grade teachers will promote to both students and parents what STEM is and why it is beneficial.

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 (%)

	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	5.90	0	0
Grade 4	0	0	0
Grade 5	0	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	5.7	5.5	0
Grade 1	0	3.7	0
Grade 2	5.9	2.8	0
Grade 3	5.9	3.7	0
Grade 4	2.5	20.5	0
Grade 5	2.3	6.8	0

SUSPENSIONS

Students with One or More Referrals

	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 Five or More Referrals

	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 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 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	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 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	2	1	0
Grade 2	0	0	0
Grade 3	0	0	0
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	0		0
Grade 1	2.7		0
Grade 2	1.8		0
Grade 3	8.1		0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	2.3		0
Grade 5	0		0

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
Grade 1	0		0
Grade 2	2.9		0
Grade 3	0		0
Grade 4	0		0
Grade 5	0		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 (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	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

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).

If a student exhibits early warning signs, Tarpon Fundamental implements the following strategies: CST meets to discuss absences/tardies, social worker becomes involved when concerns arise, school counselor is contacted if a student is in need of social/emotional support. Strategies include parent contact and/or small individualized counseling. Academic concerns are addressed by the SBLT/MTSS. If a student is in need of interventions, they are put into place with a classroom teacher. A possible barrier is parental support in allowing their child(ren) to attend before and/or after school tutoring provided by the school.

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 (%)
Black students will meet or exceed grade level expectations in the subject of reading, including learning gains. Target: We have a total of two Black students in our school, one Black student in kindergarten and one in fourth grade. Currently our fourth grader is meeting grade level expectations. The kindergarten student is being assessed. Action Steps: 1) Teachers and principal will monitor data of both students. Students will receive extended learning time should their data in any subject area indicate they are in need of additional assistance. 2) Teachers and principal will nurture a positive relationship with the families and meet with them on a regular basis to share student progress. 3) Students will also receive additional assistance and encouragement from the curriculum specialist who will provide extended learning time to the students.	66.7		100
Black students will meet or exceed grade level expectations in the subject of math, including math gains. Target: We have a total of two Black students in our school, one Black student in kindergarten and one in fourth grade. Currently our fourth grader is meeting grade level expectations. The kindergarten student is being assessed. Action Steps: 1) Teachers and principal will monitor data of both students. Students will receive before and after school assistance should their data deem necessary. 2) Students will receive additional assistance and encouragement from the curriculum specialist who will provide extended learning time to the students. 3) Maintaining positive relationships with the families with be a priority. Teachers will confer with the student's parents on a regular basis.	66.7		100

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).

Guidelines for Fundamental enrollment require parent engagement on several levels. Parents are required to attend monthly PTA meetings, as well as a minimum of three parent-teacher conferences per school year. Teachers are flexible in scheduling conferences to ensure parent participation. The IAC will meet when families are struggling to meet these expectations.

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.

In addition to school and grade level newsletters, parent attend conferences one time per grading cycle. Parents are also encouraged to volunteer throughout the school. Parent volunteers serve as support during the school day and during after school programs. PTA sponsors several family oriented events throughout the year to nurture community building.

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.

The school's multi-cultural club studies a variety of cultures reflective of the school community. Parents and families are invited in throughout the year to share traditions and customs. The Tarpon Springs Police Department provides a School Resource Officer (SRO) to support the administration and staff with resources and information. Dr. Meils maintains a relationship with the Mayor's office and the CAP Center. The Student Council will be focusing on community service projects this year.

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 (%)
Work toward Silver Level recognition with the Alliance for a Healthier Generation		83%	90%
Incorporate "Brain Breaks" for students in classrooms throughout the day.		50%	100%

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 Goal: 100% student achievement
Topic, Focus, and Content	Differentiated Instruction, Scales/Goals
Facilitator or Leader	Principal, Curriculum Specialist, Leadership Team
Participants (e.g., Professional Learning Community, grade level, school wide)	Schoolwide
Target Dates or Schedule (e.g., professional development day, once a month)	Staff meetings, PLC, Cross grade level articulation meetings - monthly
Strategies for Follow-Up and Monitoring	Principal reviews lesson plans, conducts classroom walkthrough's, PLC discussion and monitoring of data
Person Responsible for Monitoring	Principal

Professional Development Identified	
Related Goal(s)	Writing Goal: 100% student achievement
Topic, Focus, and Content	Journaling practices, rubrics and conventions, Goals/Scales
Facilitator or Leader	Curriculum Specialist and Leadership Team
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Schoolwide
Target Dates or Schedule *(e.g., professional development day, once a month)*	Monthly PLC, staff meetings, cross grade level articulation meetings
Strategies for Follow-Up and Monitoring	Principal reviews lesson plans, student journals and conducts walk through's
Person Responsible for Monitoring	Principal
Professional Development Identified	
Related Goal(s)	Math Goal: 100% student achievement
Topic, Focus, and Content	Eight mathematical practices, rigor, goals/scales
Facilitator or Leader	Leadership Team
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Schoolwide
Target Dates or Schedule *(e.g., professional development day, once a month)*	PLC, Staff meetings, cross grade level articulation meetings - monthly
Strategies for Follow-Up and Monitoring	Principal reviews lesson plans, data and conducts walk throughs
Person Responsible for Monitoring	Principal
Professional Development Identified	
Related Goal(s)	Science Goal: 100% student achievement
Topic, Focus, and Content	Science notebooks
Facilitator or Leader	Leadership Team, Curriculum Specialist
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Schoolwide
Target Dates or Schedule *(e.g., professional development day, once a month)*	Staff meetings, PLC's, cross grade level articulation meetings - monthly
Strategies for Follow-Up and Monitoring	Principal reviews science notebooks, lesson plans and conducts walk throughs
Person Responsible for Monitoring	Principal

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.

Tarpon Fundamental does not receive funds for the programs mentioned in this section.

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.

The PLC grade level teams review student data and determine which strategies are most appropriate to address learning gains for students. This information is shared with the principal during monthly SBLT meetings.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	
Related Goal(s)	Reading Goal
Actions/Plans	Marzano Goals/Scales, Differentiated instruction/training
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	TDE's for teachers to attend training, conferences, etc.
Description of Resources	TDE's
Funding Source	SIP
Amount Needed	$640.00
Budget Item Description	
Related Goal(s)	Math Goal
Actions/Plans	Marzano Goals/Scales, Rigor for accelerated learners, MFAS

Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	TDE's for teachers to attend training, conferences, etc.
Description of Resources	TDE's
Funding Source	SIP
Amount Needed	$640.00

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?	
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?	
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.	

8-Step Planning and Problem-Solving Process

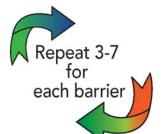**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier