School Improvement Plan
2015-2016

Madeira Beach Fundamental

Michael A. Grego, Ed.D.
Superintendent

pcs
PINELLAS COUNTY SCHOOLS

Table of Contents

2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Madeira Beach Fundamental	Christopher	Ateek

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
JE	Gonzales

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

100% student success

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

The faculty and staff of Madeira Beach Fundamental School will work within the fundamental guidelines to academically challenge, stimulate creativity, and increase student achievement. We will do this, by working corroboratively with parents and our community partners, and by fostering a safe and nurturing environment where students are encouraged to reach their maximum potential.

SCHOOL ENVIRONMENT

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

During the first weeks of school all teachers participate in classroom culture building. During this times students get to know each other as well as teachers get to know students. This process continues throughout the school year.

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

Policies, procedures, expectations, and disciplinary actions are put in place from the first day of school and are enforced throughout the year. Teachers and staff create a positive, safe culture and have safe guards in place when problems arise such as bullying and social issues.

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.

School wide behavioral systems in place include bell-to-bell instruction, a school wide behavior management plan that includes clear behavioral expectations for all as well as a disciplinary action plan for incidents. All teachers attend a training during preschool and complete expectations and action plans that are fair to all students.

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 provides regular counseling services as well as mentoring for all students that need services. This ensures the social-emotional needs of all students are met.

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
X'Zabian	G.	Student body representative
Nyema	Cromartie	Parent
Gonzales	J.E.	Parent
Ladjimi	Eric	Parent
Mistretta	Amanda	Parent
Uttasing	Lila	Parent
Ateek	Chris	Staff/ Principal (non voting member)
Mohney	Kathy	Staff/ Support
Pohlod	Debra	Staff/ Instructional
Tovar	Patricia	Staff/ Support
Volland	Brett	Staff/ Instructional

SIP LAST YEAR

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

Last year's school improvement plan was well structured and implemented throughout the year. Although Madeira Beach Fundamental did not reach all expected goals noted on the school improvement plan, several goals were met or exceeded. In addition, a long term goal on the school improvement plan was to provide a common planning time for curriculum teachers. This will be implemented this school year on Mondays and Wednesdays.

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

In 2014-2015 a total of $7042.50/ $5 per student, (unweighted FTE $1408.50) was allocated to our school, with School Advisory Council oversight.
Funds available were used for school supplies and additional professional enhancements. Staff members attended workshops and/or conferences that provide stimulating ideas and best practices for classroom implementation for the increase of student achievement, and these funds were used to pay for substitute teachers in their place. In addition, funds were utilized to purchase technology and software for highest student achievement, and computer based testing protocals.

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

SAC reviews relevant data (which is much more than test scores), identifies problem areas, develops improvement strategies, monitors their implementation, and then starts the whole process over when the next round of data is available.

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

SAC provides ongoing dialogue with the school regarding educational objectives, initiatives and results. Membership requirements include attendance in all meetings, providing feedback and suggestions when appropriate, and recommend areas to review. The SAC is

a key link of gaining feedback from our parent stakeholders.

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 available can be used for school supplies and additional professional enhancements, such as attending conferences and purchasing supplemental materials. Staff members would be able to attend workshops and/or conferences that provide stimulating ideas and best practices for classroom implementation for the increase of student achievement.

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	Last Name	Email Address	
Chris	Ateek	ateekc@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Elementary education/ M. Educational Leaders +	12	7
Certifications (if applicable)			
Elementary education/ M. Educational Leadership			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Keila	Victor	victork@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	B.S. Agriculture Business/ M. Educational Leade +	9	7
Certifications (if applicable)			
B.S. Agriculture Business/ M. Educational Leadership			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Brooke	Crandall	crandallc@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Varying Exceptionalities/ M. Educational Leade +	2	2
Certifications (if applicable)			
Varying Exceptionalities/ M. Educational Leadership			

ASSISTANT PRINCIPAL #3

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)			

ASSISTANT PRINCIPAL #4

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: 93

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   98

% certified infield, pursuant to Section 1012.2315(2), F.S.:   98

% ESOL endorsed: 29

% reading endorsed: 15

% with advanced degrees: 41

% National Board Certified: 6.5

% first-year teachers: 2.2

% with 1-5 years of experience: 14

% with 6-14 years of experience: 44

% with 15 or more years of experience: 40

PARAPROFESSIONALS

# of paraprofessionals: 2

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

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.

When teaching openings occur, the Principal convenes a selection committee to review resumes of candidates, seeking to find the most viable candidates to interview. Principal and interview teams meet all viable candidates then provide input finding the most viable candidate. Once recommended for a position, new staff members are part of a school orientation process. All new staff members are

matched with an accountability partner (existing staff member) who meets with them as needed. All instructional staff members are member of grade level teams, or subject area departments who plan instruction together.

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

The school works hard to encourage and maintain positive relationships between teachers by providing opportunities to collaborate and plan on a regular basis. Teachers are provided a common planning when possible as well as time scheduled in on Wednesdays for monthly collaborative planning.

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

New teachers or teachers that have transferred from another school are paired with an accountability partner. This is a collaborative partner used to "touch base" with regularly. New teachers are observed formally and in walk through. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling. All instructional staff members are member of grade level teams, or subject area departments who plan instruction together.

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 Madeira Beach Fundamental School School-Based MTSS/RtI Team meets once every two weeks. These meetings are scheduled for Tuesdays. When necessary, these meetings include the guidance counselors, academic team members, school social worker and psychologist. The School Psychologist or school-based MTSS leadership team coordinator would facilitate the MTSS leadership team meetings, asking for input from the academic staff, which includes classroom observations and gathering of data for specific identified behaviors. The School Psychologist would share any recent information from psychological testing and assist in analyzing the data presented by the staff. All school-based MTSS leadership team members, including the appropriate grade level counselor and VE liaison would discuss possible interventions that may assist the student, depending on his/her individual needs. A plan of action would then be made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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
Chris	Ateek	Principal
Keila	Victor	Assistant Principal
Brooke	Crandall	Assistant Principal
Valerie	Santos	Guidance
Malinda	Motte	Guidance
Kristin	Vermillion	Guidance
Shannon	Johansen	Psychologist
Stephanie	Hall	VE resource/ TSA compliance
Johanna	Wolfeder	School social worker

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

The school-based leadership team meets every two weeks (Tuesdays) to monitor data and interventions, and to monitor the action steps written into the School improvement plan.

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).

Academic data is collected (FSA, SAT 10, FCAT Science, FAIR, Performance Matters data, Common Assessments) Behavior data is collected monitoring student detentions, and referrals (EDS system).   Student Organization data is collected monitoring student demerits.
a) Academic data is entered into a schedule determined by the district office, data created as part of the fundamental guidelines is entered within 24 hours of being issued. Support staff personnel enter district discipline, academic, and attendance data into the PORTAL/ FOCUS System as required by district policy. The concerns unique to the fundamental practices (middle grades demerits) are tracked through a school-based database of which the faculty has direct access to.

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

Staff trainings occur at several levels. A school meeting schedule has been developed that includes faculty, grade level teams/ departments, and professional learning communities. In addition, the district provides formal MTSS training. Listed below are training sessions for the current school year involving administrators, guidance counselors, as well as other members of the MTSS.
1) Response to Intervention training sessions scheduled will have administrative team members attend.
2) SBLT Training meetings are planned for the entire SBLT
3) Primary/ Secondary Tier III Intervention Coordinator Training: Sessions scheduled will have guidance counselors attend.

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.

Core instructional programs follow the PCSB expectations and content curriculum guides. Administrative and instructional staff collaborate and plan together weekly. Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity.

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.

During PLCs/MTSS meetings, the data is analyzed and instructional strategies are discussed and assigned based on the individual needs of the students. For students not meeting proficiency/target goals, we look at the percentage of students needing different instructional strategy of delivery or program. If the number of students is less than 20%, individual/group plans are developed. If more than 20% are not meeting proficiency than a different approach is taken. Support is assigned to the teacher for professional development purposes.

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

The use of formative assessments.

Minutes added to the school year: _____

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

The use of formative assessments help identify the immediate needs of students. It allows the teacher to know if the students are understanding the target goal and to drive instruction.

Provide a description of the strategy below.

Teaches need to be able to identify and address immediate academic needs of students throughout lessons. Depending on the number of students not getting the lesson (through a formative assessment or scale rating) the teacher will either stop the lesson and adjust the focus or delivery method, or pull the student(s) to a small group for further teaching.

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

Mid-point checks for understanding will let a teacher know if they need to adjust the lesson for the majority of the class or for a small number of students. Data can be collected daily or weekly to determine effectiveness of the strategy/lesson.

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

Teachers will use the data and adapt the lesson and make adjustments as necessary.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Collecting, tracking, analyzing, and using student data.

Minutes added to the school year: _____

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

Teachers will utilize data to develp scaffolding to students and for the development of differentiated instructional practices to increase student achievement.

Provide a description of the strategy below.

This strategy will assist teachers with lesson planning and goal setting for the class as a whole and for individual student instruction. Also, this data will be used to identify students with specific needs.

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

Teachers meet in monthly PLCs to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks.

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

Teachers are responsible for instructional delivery method, monitoring student responses, and engagement levels. Administration is responsible for providing feedback to teachers through walk-throughs or observations.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Consistent classroom and behavior management procedures.

Minutes added to the school year: _____

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

Effective classroom and behavior procedures provide for an effective, efficient, and safe classroom.

Provide a description of the strategy below.

Procedures are specifically taught for all actions in a classroom. Behavior procedures are consistent throughout the year and students are aware of expectations. Behavior expectations are explicitly taught, practiced and reviewed

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

Data is collected on a daily and weekly basis.

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

Teachers are responsible for the immediate monitoring on a daily basis.
The School Based Leadership team is responsible to monitor the PLC data and offer support to the teacher or an individual student if needed.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Classroom Strategies and behaviors are based on the Marzano Art and Science of Teaching Framework and identities 41 elements or instructional categories that happen in the classroom.

Minutes added to the school year: _____

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

The 41 instructional categories are organized into 9 Design questions and further grouped into 3 lesson segments.

Provide a description of the strategy below.

These design questions address the classroom learning environment, and address lesson content.
1) What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2) What will I do to help students effectively interact with new knowledge?
3) What will I do to help students practice and deepen their understanding of new knowledge?
4) What will I do to help students generate and test hypothesis about new knowledge?
5) What will I do to engage students?
6) What will I do to establish or maintain classroom rules and procedures?
7) What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8) What will I do to establish and maintain effective relationships with students?
9) what will I do to communicate high expectations for all students?

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

Administrative and instructional staff collaborate and plan together weekly. Lesson plans are monitored by administration. Administration conducts formal and informal walkthroughs to ensure fidelity. Administration can contribute to data collection by the use of walk-through data.

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

Teachers are responsible for instructional delivery method, monitoring student responses, engagement levels.
Administration is responsible for providing feedback to teachers through walk-throughs or observations.

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.

Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills are emphasized and materials are made available to parents. In addition each elementary grade 1-5 participates in a step up ceremony to prepare students for the next grade. 6th grade also provides an orientation for incoming students that outlines expectations and materials needed for the upcoming year. Out going 8th graders are also provided an opportunity to meet with potential high schools prior to choosing a school.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

All classroom teachers implement AVID strategies. Advancement Via Individual Determination (AVID) is an elective class that provides support for students through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with current curriculum and support college and career readiness.

Describe how the school integrates vocational and technical education programs.

The school provides on site Microsoft training and certification opportunities as well as Future Business Leaders of America (FBLA).

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

Students are encouraged to shadow the various high schools to ensure they are making the appropriate choice. Students will complete a four year plan on-line using their perspective high schools program requirements to share with their family, and utilized as a guide for their high school career. Students will also have an understanding of high school graduation requirements.

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
Chris	Ateek	Principal	ateekc@pcsb.org
Keila	Victor	Assistant Principal	victork@pcsb.org
Brooke	Crandall	Assistant Principal	crandallb@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Chenese	Bush	Language Arts Teacher	bushc@pcsb.org
Stephen	Ross	Language Arts Teacher	rosss@pcsb.org
Genessa	Kolosey	Language Arts Teacher	koloseyg@pcsb.org
JaVonda	Bryant	Language Arts Teacher	bryantj@pcsb.org
Sarah	Cavaliere	Language Arts Teacher	cavalieres@pcsb.org
Jane	Davis	Science Teacher	davisj@pcsb.org
Nancy	Millichamp	Media Specialist	millichampn@pcsb.org
Bette	Groves	Elementary Teacher	grovesb@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 Team members will provide training for staff and act as model classrooms for all teachers. They will create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: text complexity, 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), and support for implementation of Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

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

Providing support for implementation of Florida Standards for Literacy in all subject areas, and high yield teaching strategies. Providing support for text complexity, instructional skills to improve reading comprehension,

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 (%)
31.7		36

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
48.8		53

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 (%)
67.3		73

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		73

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		75

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		85

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		65

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	81.3		85
Black/African American	66.7		71
Hispanic	82		87
Asian	78.8		84
American Indian	100		100
English Language Learners (ELLs)	20		25
Students with Disabilities (SWDs)	44.2		49
Economically Disadvantaged	72.1		76

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness
Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

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

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.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.*
*Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your reading goal.

Florida Standards Assessment and routine monitoring of status reports for identified indicators for needed adjustments for student instruction.

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
English/language arts (ELA) and reading teachers implement instruction to support student success with LAFS, to meet the needs of diverse learners.	English language arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS and ELA . Reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data; teachers will work in PLCs to develop standards-based scales, learning goals and learning targets. All students (including African American students) are placed in rigorous and appropriate courses based student proficiency of standards.
Action 2	Plan to Implement Action 2
ELA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meet in PLCs to review student data including responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text.
Action 3	Plan to Implement Action 3
Teachers provide students with extensive research and writing opportunities (claims and evidence).	Teachers use common short and extended writing rubrics.
Action 4	Plan to Implement Action 4
Classroom rigor is increased thru use of AVID teaching strategies.	AVID strategies are utilized school wide. Teachers meet in PLCs to review a monthly AVID strategy, to include in lesson plans, pace, and create SCALES for instruction to support student success.

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 (%)
78.2		83

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.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.*
*Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your writing goal.

Florida Standards Assessment and routine monitoring of status reports for identified indicators for needed adjustments for student instruction.

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
English/language arts (ELA) and reading teachers implement instruction to support student success with LAFS, to meet the needs of diverse learners.	English language arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS and ELA . Reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data; teachers will work in PLCs to develop standards-based scales, learning goals and learning targets. All students (including African American students) are placed in rigorous and appropriate courses based student proficiency of standards.
Action 2	Plan to Implement Action 2
ELA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meet in PLCs to review student data including responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text.

Action 3	Plan to Implement Action 3
Teachers provide students with extensive research and writing opportunities (claims and evidence).	Teachers use common short and extended writing rubrics.
Action 4	**Plan to Implement Action 4**
Classroom rigor is increased thru use of AVID teaching strategies.	AVID strategies are utilized school wide. Teachers meet in PLCs to review a monthly AVID strategy, to include in lesson plans, pace, and create SCALES for instruction to support student success.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - *Elementary and Middle School Mathematics*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.4		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40.8		45

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Mathematics*

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 - *Elementary and Middle School Mathematics*

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72.9		75

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72		75

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *Elementary and Middle School Mathematics*

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	78		83
Black/African American	64		69
Hispanic	76		81
Asian	68		73
American Indian	83		88
English Language Learners (ELLs)			
Students with Disabilities (SWDs)	56		61
Economically Disadvantaged	65		70

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Mathematics*

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 - *High School Mathematics*

Students Making Learning Gains (EOC and FAA)

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

ANNUAL MEASURABLE OBJECTIVES (AMOs) - *High School Mathematics*

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			
Black/African American			
Hispanic			
Asian			
American Indian			
English Language Learners (ELLs)			
Students with Disabilities (SWDs)			
Economically Disadvantaged			

POSTSECONDARY READINESS - *High School Mathematics*

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

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

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

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

Middle School Performance on High School EOC

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

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47.6		53

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39.3		45

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32.9		34

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65.8		66

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.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.*
*Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your mathematics goal.

Florida Standards Assessment and routine monitoring of status reports for identified indicators for needed adjustments for student instruction.

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
Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS), to meet the needs of diverse learners.	Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods and teachers will work in PLCs to develop standards-based scales, learning goals and learning targets. All students (including African American students) are placed in rigorous and appropriate courses based student proficiency of standards.
Action 2	**Plan to Implement Action 2**
Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance.	Teachers meet in PLCs to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards.

Action 3	Plan to Implement Action 3
Mathematics teachers implement instruction to support student success with MAFS.	Mathematics teachers follow a common pacing calendar for focusing on the same MAFS. Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.
Action 4	Plan to Implement Action 4
Classroom rigor is increased thru use of AVID teaching strategies.	AVID strategies are utilized school wide. Teachers meet in PLCs to review a monthly AVID strategy, to include in lesson plans, pace, and create SCALES for instruction to support student success.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - *Elementary and Middle School Science*

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.9	34	39

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36.7	47	52

FLORIDA ALTERNATE ASSESSMENT (FAA) - *Elementary and Middle School Science*

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 (%)

FLORIDA ALTERNATE ASSESSMENT (FAA) - *High School Science*

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 (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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.

In the 2014-2015 school year 85% of our tested 5th grade population met proficiency (L3 and above) and 79% of our tested 8th grade population met proficiency in science. The number of students meeting proficiency in science will exceed the proficiency rates by a minimum of 5%.

Provide possible data sources to measure your science goal.

FCAT and routine monitoring of status reports for identified indicators for needed adjustments for student instruction.

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
Science instruction is appropriately scaffolded, using the 5 E's model to meet the needs of diverse learners.	Teachers meet in PLCs to review student data including responses to tasks and formative assessments which incorporate the Sunshine State Standards. All students (including African American students) are placed in rigorous and appropriate courses based student proficiency of standards.

Action 2	Plan to Implement Action 2
Teachers engage in instructional activities that incorporate higher order thinking questions as they relate to standards.	Science teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of science as they work through each problem. Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods and teachers will work in PLC's to develop standards-based scales, learning goals and learning targets.

Action 3	Plan to Implement Action 3
Students provided with opportunities to demonstrate or express knowledge in Science through the use of experiments, labs, cooperative structures and technology to gather research in accordance with instructional goals.	Science teachers communicate and plan together using data, and instructional technology to align curriculum, with instructional objectives.

Action 4	Plan to Implement Action 4
Classroom rigor is increased thru use of AVID teaching strategies.	AVID strategies are utilized school wide. Teachers meet in PLCs to review a monthly AVID strategy, to include in lesson plans, pace, and create SCALES for instruction to support student success.

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

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
140	155

Participation in STEM-related Experiences Provided for Students

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

The following data shall be considered only if your school has high school grade levels.

Students Enrolling in One or More *Accelerated* STEM-related Courses

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

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

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

Students Taking One or More Advanced Placement Exams for STEM-related Courses

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

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

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

CTE-STEM Program Concentrators

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

Students Taking CTE-STEM Industry Certification Exams

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

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

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.

Increase by a minimum of at least 10% student participation in extended learning STEM related offerings, which provide students investigative opportunities in science, technology, engineering, and mathematics through rigorous collaborative and inclusive learning.

Provide possible data sources to measure your STEM goal.

Science FCAT data and routine monitoring of status reports for identified indicators for needed adjustments for student instruction.

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

We will maintain an after-school STEM academy to increase access to STEM content for students.	• The STEM Academy teacher will promote enrollment for the STEM Academy to all students with an increased focus on the under-represented populations: women and minorities. • Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model. • STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. • Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge. • Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula. • STEM Academy teachers in collaboration with their students, will develop an annual STEM Academy newsletter to be used for the purpose of communicating with all stakeholders (students, parents, Administrators, Specialists, Business Partners, etc.). • Teachers will utilize a STEM inquiry project throughout the duration of the STEM Academy to engage students in inquiry and engineering design which will be displayed at the annual PCS STEM Expo, April 2016.
Action 2	**Plan to Implement Action 2**
STEM academy teachers will participate in the annual PCS STEM EXPO to showcase their schools STEM Academy project	• Teachers will ask questions to identify and define global issues, challenges, and real world problems. • Conduct research to refine questions, develop new questions and engage in critical thinking. • Evaluate, select, and apply appropriate systematic approaches (scientific and engineering practices, engineering design process, and/or mathematical practices). • Apply science, technology, engineering, and mathematic content to construct creative and innovative ideas. • Analyze the impact of global issues and real world problems at the local, state, national, and international levels. • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts. • Select and use the appropriate domain-specific vocabulary when communicating to a particular audience. (e.g. use of technical language, mathematical symbols) • Use appropriate academic or domain-specific words when drawing inferences from a range of science, technology, engineering, and mathematic content.
Action 3	**Plan to Implement Action 3**

STEM academy teachers will learn and apply rigorous science, technology, engineering, and math content.	• STEM Academy teachers will provide students with opportunities to identify, analyze, and synthesize appropriate science, technology, engineering, and mathematic information (text, visual, audio, etc.). • STEM teachers will demonstrate to students how to apply appropriate domain-specific vocabulary when communicating science, technology, engineering, and mathematic content. • Engage in critical reading and writing of technical information. • Evaluate and integrate multiple sources of information (e.g. quantitative data, video and multimedia) presented in diverse formats. • STEM Academy teachers will participate in 3 professional development sessions during the 15-16 school year with the K-12 STEM Specialist, to receive content specific training required to facilitate a STEM Academy. • Develop an evidence-based opinion or argument to connect content to real world STEM issues. • Communicate effectively and precisely with others. • Teachers will provide students with opportunities to use an engineering notebook to record observations, designs, re-designs, real world connections, and further topics of study. • Highlight STEM career opportunities and the educational paths needed to obtain such careers.
Action 4	**Plan to Implement Action 4**
K5 STEM academy teachers will maintain STEM enrichment cluster academies to increase access to STEM content to students in third-fifth grade.	Enrichment clusters meet one day per week for 15 weeks during the school year. For student participants, curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using the engineering design model. • STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. • Technology will be used with students in creative and innovative ways to promote problem solving and application of knowledge. • Opportunities for collaboration, communication, and critical thinking skills will be embedded in the after school STEM curricula.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

The following data shall be considered only if your school has middle or high school grade levels.

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
9	15	18

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

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

Completion Rate for CTE Students
Enrolled in Accelerated Courses

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

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	2

Passing Rate for Students Who Take CTE
Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
70	60

CTE Program Concentrators

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

CTE Teachers Holding Appropriate Industry Certifications

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

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

CTE GOAL

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

Madeira Beach Fundamental strives to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster through instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, introductory digital design, and soft skills for business applications.

Provide possible data sources to measure your CTE goal.

End of course exams for Business Keyboarding, and Computer Applications for Business 1 & 2;
Industry certification exams (Microsoft Office Specialist and Tech Tools) for some students;
FBLA competition results and workshop product;
Number of students who enroll in advanced CTE coursework in high school.
Number of students enrolled in HS level CTE courses in 8th grade (ITT)

How will your school accomplish this CTE 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 enrollment in CTE courses	Keep students and parents informed of the benefits of CTE classes through newsletter articles, parent workshops, and announcements.
Action 2	Plan to Implement Action 2
Involve students in FBLA	Work in collaboration with the Osceola High School chapter to expand the chapter at MBFS
Action 3	Plan to Implement Action 3
Prepare students for industry exams	Use AES software, and Certiport test prep software to prepare CTE students for the MOS exam. Schedule examiners when students are prepared.
Action 4	Plan to Implement Action 4

Create interest in a variety of career options	Schedule speakers and events, such as the Great American teach in to promote options to students.

PART II — EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section G — Area 7: Social Studies

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	22	17

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	67	77

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

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

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

SOCIAL STUDIES GOAL

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

In the 2014-2015 school year 88% of our tested 7th grade population met proficiency (L3 and above) in Civics. The number of students meeting proficiency in Civics will exceed the proficiency rates by a minimum of 6%.

Provide possible data sources to measure your social studies goal.

Civics EOC results 2015/16 and routine monitoring of status reports for identified indicators for needed adjustments for student instruction.

How will your school accomplish this social studies 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 engage students in instructional strategies that included higher order thinking skills and questioning to raise achievement levels.	• Teachers receive professional development around inclusion of higher order questioning techniques as well as DBQ level 2 (focus on writing) strategies. • Teachers work in PLC groups to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks. •Teachers work in PLC groups to receive professional development around assessment writing and the development of learning goals and scales to support the inclusion of higher order thinking skills in the social studies content area.
Action 2	**Plan to Implement Action 2**
Social studies teachers will utilize social studies data to develop scaffolding to students and for the development of differentiated instructional practices to increase student performance.	• Teachers meet in PLCs to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks.
Action 3	**Plan to Implement Action 3**
Teachers incorporate instructional activities that support student success with LAFS with in the Social Studies curriculum.	• Social studies teachers will attend ongoing Core Connections Training to analyze student work plan for instruction based on student data • Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Questions (DBQ) Project materials. • Teachers receive professional development on implementing DBQs and enhancing DBQ use through a level 2 training (focused on writing) strategies that are aligned with both the Social Studies standards and the Florida Standards.
Action 4	**Plan to Implement Action 4**
Classroom rigor is increased.	AVID strategies are utilized school wide. The schedules of all students, including African Americans are rigorous and appropriate.

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

Leave fields blank for grade levels not taught at your school.

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

	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
Grade 6	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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	4.2	5.5	3.0
Grade 1	4.2	4.2	3.0
Grade 2	6.8	0	0
Grade 3	4.2	4.2	3.0
Grade 4	3.3	1.1	1.0
Grade 5	6.7	5.7	4.0
Grade 6	10.7	9.7	6.0
Grade 7	10.5	9.8	6.0
Grade 8	10.9	12.7	6.0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	2.7	<1%
Grade 1	0	1.4	<1%
Grade 2	1.4	1.4	<1%
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	<1%	<1%
Grade 7	0	<1%	<1%
Grade 8	0	<1%	<1%

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			

	2013-14 Status (#)	2014-15 Status (%)	2015-16 Target (%)
Grade 12			

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
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 6	0	<1%	<1%
Grade 7	0	0	0
Grade 8	0	<1%	<1%
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

RETENTIONS

Students Retained

	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	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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	0		0
Grade 2	0		0
Grade 3	1		0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	1		0
Grade 5	1		0
Grade 6	2		1
Grade 7	2		1
Grade 8	3		2
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	1	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

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

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9			
Grade 10			
Grade 11			
Grade 12			

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).

Intervention strategies begin with high-qualified teacher recognizing a student as struggling and has exhibited two or more early warning indicators. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and the level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Ongoing assessment, tiered instruction, and parent involvement are important to the intervention process.

DROPOUT PREVENTION

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

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

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

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

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

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

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

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

Students Graduating in Five Years, Using Criteria Defined at
34 C.F.R. § 200.19(b)

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

PART II	**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section I	**Area 9: Black Student Achievement**

Describe and 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 (%)
African American students scoring proficient or better in reading. This will be accomplished by the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	66.7	67	71.7
African American students scoring proficient or better in math. This will be accomplished by the use of identified best practices strategies and the routine monitoring of status reports for identified indicators for needed adjustments.	62.5	63	67.5

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).

100% of our families are involved in parent engagement opportunities including: volunteering, required monthly parent meetings, required parent conferences (three times per year for elementary grades), signing off on all homework assignments and attendance at special school events. All parents are required to attend PTSA/SAC meetings monthly throughout the year. Parental involvement is high with over 15,000 volunteer hours during the 2014-2015 school year.

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.

The school has a dynamic PTSA and staff that work hard to facilitate positive relationships with parents. The school offers monthly Parent Universities while PTSA and SAC meetings provide opportunities for parents to be involved with the school and their students classroom activities. the school puts out weekly phone calls on school happenings as well as monthly newsletters.

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.

Our school, PTSA, SAC, volunteer coordinators, and staff members work with the local communities to establish relationships that will enhance educational outcomes and support student achievement. Students and staff members work with community members to bring together activities such as "Music Under the Stars", Chorus presentations and working with the art community to present student

work. In addition, community members volunteer to work with and mentor students to increase achievement.

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		Silver in 50% of	Silver in 4 out of

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)	Ensure curriculum and instruction engages learners to meet AMO Targets.
Topic, Focus, and Content	State standards, Scale model (scale assessment rubric), AVID strategies, Gradual Release Model of Instruction, high yield instructional strategies, and Response to Intervention.
Facilitator or Leader	Professional development is set up through district/school level pro-ed facilitators, members of the Leading the Learning Cadre (or Data Champs) subject area supervisors, school based administrative team members
Participants (e.g., Professional Learning Community, grade level, school wide)	All grade levels and core subject departments, and Professional Learning Communities
Target Dates or Schedule (e.g., professional development day, once a month)	Professional development days, Preschool trainings, monthly curriculum meetings, weekly PLCs
Strategies for Follow-Up and Monitoring	Meeting attendance forms, minutes of each meeting used to monitor actions taken, and results to actions, data collection, walk-through feedback forms, trade day or in-service point forms.
Person Responsible for Monitoring	Administrative team, Professional Education facilitator

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.

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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 School Based Leadership team meets to review data, intervention and next steps. The team decides resources necessary for student needs, additional intervention kits, or additional support instruction. Then, grade level/department Collaborative Planning Teams meet with members of the SBLT to:
Review the PCSB/Florida Standards Curriculum
Map out curriculum scope and sequence
Analyze summative data of students
Develop lesson plans and units
Share best instructional practices, resources, and lessons
Develop or identify pre-assessments and common assessments
Analyze formative data from common assessments and benchmark assessments
Use data to progress monitor each student
Align data with instructional best practices to impact student learning
Discuss effectiveness of lesson plans--what works, what doesn't/Lesson Study
Share proven instructional/behavioral strategies and classroom activities
Analyze student work and completed assignments
Plan academic and behavioral interventions for groups of students (RtI)
Discuss shared readings about research-based best practices
Afterwards, SBLT members reconvene to review additional data, interventions, and make next steps.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item	Delete Item

Budget Item Description	
Related Goal(s)	Highest student achievement in all subject areas
Actions/Plans	Provided instructional materials, and further educational opportunities to staff
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Evidence-based programs, professional development, and technical resources
Description of Resources	SIP funds to be used to continue programs, purchase instructional materials or technology, provide student enrichment opportunities, and professional development activities to staff.
Funding Source	School Improvement Funds
Amount Needed	$7,000.00

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?	
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