

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 0481 - Campbell Park Elementary School  
**District:** 52 - Pinellas  
**Principal:** Robert Ovalle  
**SAC Chair:** Martin Rainey  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** [pending]  
**Last Modified on:** 11/01/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	1051 7TH AVE S St Petersburg, FL 33705	1051 7TH AVE S St Petersburg, FL 33705
<b>Phone Number:</b>	727-893-2650	
<b>Web Address:</b>	<a href="http://www.campbell-es.pinellas.k12.fl.us">http://www.campbell-es.pinellas.k12.fl.us</a>	
<b>Email Address:</b>	0481.principal@pcsb.org	

<b>School Type:</b>	Elementary School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	Yes			
<b>Free/Reduced Lunch:</b>	94%			
<b>Minority:</b>	88%			
<b>School Grade History:</b>	<u>2012-13</u> F	<u>2011-12</u> D	<u>2010-11</u> C	<u>2009-10</u> C

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Campbell Park Elementary Schl	
<b>Principal's name</b> Robert Ovalle	
<b>School Advisory Council chair's name</b> Martin Rainey	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Chris Hoffman	Assistant Principal
Meegan Panapolis	Reading Coach
Carol Hutton	Math Coach
Dean Lawless	RTI Behavior Coach
Cory Reiss	Guidance Counselor
Sandra Weaver	RTI Academic Coach
<b>District-Level Information</b>	
<b>District</b> Pinellas	
<b>Superintendent's name</b> Dr. Michael A Grego	
<b>Date of school board approval of SIP</b> Pending	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
The membership of our SAC consists of seven individuals. Our SAC chair is Pastor Martin Rainey. We have four community members and three district employees. Our SAC is in compliance with our school demographics and we meet monthly.	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The SAC will give input and guidance for the process. We have determined several needs for our school, such as community involvement, improvement of test scores and increase of parental knowledge of our school.	
<b>Describe the activities of the SAC for the upcoming school year</b>	
Monthly Meetings	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>	
n/a	
<b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b>	
In Compliance	
<b>If no, describe the measures being taken to comply with SAC requirements</b>	



<b>Sandra Weaver</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Masters in Curriculum and Instruction from the University of Florida Bachelors in Elementary Education 1-6 from the University of South Florida	
<b>Performance Record</b>		
<b>Carol Hutton</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Argosy University -Sarasota, FL. Ed.D. Curriculum and Instruction/Instructional Leadership Area of Concentration – Higher Education University of South Florida – St. Petersburg, FL. M.A. Elementary Education Area of Concentration: Math & Science University of South Florida – Tampa, FL. B.S. Elementary Education Certified Grades 1-6	
<b>Performance Record</b>		
<b>Dean Lawless</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	RtI/MTSS	
<b>Credentials</b>	Bachelor of Arts in History – University of Texas Masters in Counseling and Personnel Services (School Counseling Specialist) – University of Maryland	
<b>Performance Record</b>		
<b>Classroom Teachers</b>		
<b># of classroom teachers</b> 73		
<b># receiving effective rating or higher</b> 0%		
<b># Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)</b> 137%		
<b># certified in-field, pursuant to Section 1012.2315(2), F.S. 73,</b> 100%		
<b># ESOL endorsed</b> 44, 60%		
<b># reading endorsed</b> 15, 21%		
<b># with advanced degrees</b> 30, 41%		
<b># National Board Certified</b> 2, 3%		
<b># first-year teachers</b> 22, 30%		

<b># with 1-5 years of experience</b> 20, 27%
<b># with 6-14 years of experience</b> 16, 22%
<b># with 15 or more years of experience</b> 21, 29%
<b>Education Paraprofessionals, pursuant to s. 1012.01(2)(e)</b>
<b># of paraprofessionals</b> 2
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 2, 100%
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 2
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<p><b>Teacher Recruitment and Retention Strategies</b>  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b>  Our goal at Campbell Park is to establish a culture of learning by all staff members. We are constantly seeking to become learners by utilizing our coaches to increase our professional development. We have a full time mentor coach provided by the district that is working with ten brand new teachers. Each new teacher has a mentor from our school.</p>
<p><b>Teacher Mentoring Program/Plan</b>  This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).  This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b>  Our goal at Campbell Park is to establish a culture of learning by all staff members. We are constantly seeking to become learners by utilizing our coaches to increase our professional development. We have a full time mentor coach provided by the district that is working with ten brand new teachers. Each new teacher has a mentor from our school.</p>
<p><b>Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (Rti)</b>  This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).  This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</b>  The MTSS will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising core instruction at all grade levels. The academic coaches will work closely with our student services team to ensure that students are making academic and behavioral progress. The SBLT team will meet with each grade level monthly to discuss grade level progress.</p>

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

Robert Ovalle Principal  
 Hoffman Assistant Principal  
 Guidance Counselor- Reiss  
 Social Worker-Randy Richards  
 Social Worker-Jenna Bailey  
 Psychologist-April Ponder  
 Diagnostician- Dru Brooks  
 Attendance Spec.- Harris  
 Compliance- Amanda Turner  
 Meegan Panapolis- Intermediate Reading Coach  
 Sandra Weaver- Primary Reading Coach  
 Dr. Carol Hutton- Math coach  
 Dean Lawless- Behavior Coach

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

The MTSS team will meet weekly to review formative assessment data and OPM data. Trends will be noted and individual teachers will be invited to meet with MTSS team to discuss intervention supports and action plans for struggling students. The MTSS will continue to seek student service support to refine processes and maximize support within the team. A problem solving approach will be utilized to make decisions and drive next steps. A data board will be used to monitor school wide academic progress.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

FAIR, FCAT, PCAS, OPM, discipline data, PBS data, and teacher anecdotal notes. Data will be reviewed following the district's timeline and in house data checks are scheduled in between the district's checks. Progress monitoring data will be reviewed monthly. Tier 2 interventions will be considered effective if 75% of the students have a positive response to the intervention (have met the target). Data will be shared with the staff through data chats, PLC's and SAC. We will utilize EDS, Focus, PMRN, and Benchmarks to manage school-wide data.

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

The MTSS team will use the beliefs survey to assess current levels of problem-solving effectiveness within the building. The MTSS team will meet monthly with grade level teams to provide support for tier 2 and tier 3 intervention implementation and the problem solving process. Follow up professional development will occur during site based training and PLC's.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy: Extended Day for All Students****Minutes added to school year: 60****Strategy Purpose(s)**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

**Strategy Description**

Based upon the 12-13 FCAT scores our focus will be in the area of Math.

We will be targeting all students especially those who attend the YMCA in the morning. We will be providing students the opportunity to participate in ST Math for 45 minutes five days a week in the media center. The enrichment time will be in the morning prior to school.

Our school will also be hosting an after school STEM initiative that will target science and math integration.

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

FCAT and PCAS will be used as the determining factor whether students are progressing. ST Math also tracks student progress and guides their learning to appropriate levels based upon their completion rate.

**Who is responsible for monitoring implementation of this strategy?**

We will be hiring an hourly teacher who will work with the students and be the liaison between the Extended Learning Program and the classroom teachers. The ELP teacher will provide data information to the teachers.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Robert Ovalle	Principal
Chris Hoffman	Assistant Principal
Meegan Panapolis	Reading Coach
Sandra Weaver	Reading Coach
Kelly Moraniec	ESE Teacher
Laura Ristoff	Teacher
Chistine Mackay	Teacher

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

**What will be the major initiatives of the LLT this year?**

Our major initiatives this year in the implementation of Guided Reading K-5. We will be using the Jan Richardson routine as our framework. All students will be bench-marked using the Leveled Literacy Kits to determine appropriate placement. This will be done school wide during the first two weeks of school. Afterwards teachers will formally assess their students quarterly and submit their data to the SBLT.

**Every Teacher Contributes to Reading Improvement**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**

Support for new reading modules in K-5 as well as new reading adoption  
 The implementation of Guided Reading Group across the entire school.  
 Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons  
 Emphasizing students supporting their answers based upon evidence from the text  
 Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

**Preschool Transition**

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

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

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

Campbell Park currently serves two classroom of Pre-Kindergarten education. We assist our teachers in providing quality instruction for their students in order to have a smooth transition into Kindergarten. The Pre-K teacher will meet regularly and attend Kindergarten professional development in order to better meet the needs of their students.

**Expected Improvements**

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

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

**Area 1: Reading**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	23%	No	51%
American Indian				
Asian				
Black/African American	39%	19%	No	45%
Hispanic	54%		No	59%
White	62%	55%	No	66%
English language learners				
Students with disabilities	37%	23%	No	43%
Economically disadvantaged	42%	22%	No	48%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	14%	50%
Students scoring at or above Achievement Level 4	19	6%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	14	100%	100%



<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students making learning gains (FCAT 2.0 and FAA)	72	24%	50%	
Students in lowest 25% making learning gains (FCAT 2.0)	31	61%	75%	
<b>Comprehensive English Language Learning Assessment (CELLA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)				
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)				
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)				
<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	43%	85%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	37%	14%	No	43%
American Indian				
Asian				
Black/African American	32%	10%	No	39%
Hispanic	47%		No	52%
White	48%	35%	No	53%
English language learners				
Students with disabilities	35%	27%	No	42%
Economically disadvantaged	36%	13%	No	42%

<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	24	8%	50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	13	93%	100%
<b>Learning Gains</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Learning Gains	58	19%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	50%	75%
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		25%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			
<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		1
Participation in STEM-related experiences provided for students	0	0%	50%
<b>Area 8: Early Warning Systems</b>			

**Elementary School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	215	25%	10%
Students retained, pursuant to s. 1008.25, F.S.	21		10%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	283	33%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	139	16%	8%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe parental involvement targets for your school**

Our goal at Campbell Park is to increase parental involvement at all levels. We will continue to work with our community and family liaison to continue and establish relationships with our families and community. We are currently working with local churches to establish a partnership with the community. We have a school partner in the United Way that supports many initiatives such as the walking school bus program.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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**Goals Summary**

**Goal #1:**

To increase student achievement across all content areas by increasing the level of rigor.

**Goal #2:**

Increase Science proficiency by...on FCAT by implementing the use of science journals/notebooks schoolwide

**Goal #3:**

Increase reading proficiency by 27% on the FCAT by implementing the Jan Richardson Guided Reading Routine school wide.

**Goal #4:**

Reduce the number of office referrals by 50% based upon the 2012-13 school year.

**Goal #5:**

Increase writing proficiency by 40% based on Florida Writes.

**Goal #6:**

Increase Math proficiency by 34% on the FCAT.

**Goals Detail**

**Goal #1: To increase student achievement across all content areas by increasing the level of rigor.**

**Targets Supported**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Science
- Science - Elementary School

**Resources Available to Support the Goal**

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**Targeted Barriers to Achieving the Goal**

- Instructional delivery doesn't reflect a deep understanding of the standards.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Student achievement will increase across all content areas.

**Person or Persons Responsible:**

Administrators, coaches, teachers

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

FCAT, FAIR, Common Assessments

**Goal #2: Increase Science proficiency by...on FCAT by implementing the use of science journals/notebooks schoolwide**

- Targets Supported**
- Science
  - Science - Elementary School

- Resources Available to Support the Goal**
- Science Workshops
  - Common Planning Time
  - Moodle - eLearning
  - CPALMS
  - Grade Level PLCs
  - Rubrics for science journals

- Targeted Barriers to Achieving the Goal**
- New Staff Members

**Plan to Monitor Progress Toward the Goal**

**Action:**

FCAT data Common Assessment data Science Workshop formative and summative assessments

**Person or Persons Responsible:**

Administration, Teachers, and PLC's

**Target Dates or Schedule:**

On going

**Evidence of Completion:**

**Goal #3: Increase reading proficiency by 27% on the FCAT by implementing the Jan Richardson Guided Reading Routine school wide.**

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

- Resources Available to Support the Goal**
- Primary and Intermediate Reading Coach
  - Behavior Coach

- Targeted Barriers to Achieving the Goal**
- Classroom teachers not familiar with the guided reading routine.

**Plan to Monitor Progress Toward the Goal**

**Action:**  
 Students reaching proficiency according to grade level expectations according to Fountas and Pinnell reading levels.

**Person or Persons Responsible:**  
 Primary and Intermediate Coaches, Administration and teachers

**Target Dates or Schedule:**  
 Every 8 weeks and during monthly PLC's

**Evidence of Completion:**  
 Running Records, growth on FAIR, Module Assessments

<b>Goal #4:</b>	<b>Reduce the number of office referrals by 50% based upon the 2012-13 school year.</b>
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- Targets Supported**
- EWS
    - EWS - Elementary School
    - EWS - Middle School
    - EWS - High School
    - EWS - Graduation

- Resources Available to Support the Goal**
- We have allocated a Behavior coach to help teachers in implementing positive behavior strategies in the classroom.
  - We also have a district lead mentor teacher that supports beginning teachers to improve teacher practices which will in turn improve student behavior.

- Targeted Barriers to Achieving the Goal**
- Lack of consistent school behavior plan

**Plan to Monitor Progress Toward the Goal**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

**Goal #5: Increase writing proficiency by 40% based on Florida Writes.**

**Targets Supported** • Writing

**Resources Available to Support the Goal** • Core Connections

**Targeted Barriers to Achieving the Goal** • Behaviors  
• Teacher lack of knowledge of new curriculum

**Plan to Monitor Progress Toward the Goal**

**Action:**

Informal and formal Assessments

**Person or Persons Responsible:**

Teachers and Instructional coaches

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Practice Writing prompts

**Goal #6: Increase Math proficiency by 34% on the FCAT.**

**Targets Supported** • Math  
• Math - Elementary and Middle School  
• Math - Elementary and Middle AMO's  
• Math - Elementary and Middle FCAT 2.0  
• Math - Elementary and Middle FAA  
• Math - Elementary and Middle Learning Gains

**Resources Available to Support the Goal** • CPALMS  
• Common Core Standards  
• Coaches: Local and State  
• New Curriculum  
• ST Math  
• Collaborative Grade Level Planning  
• PLCs

**Targeted Barriers to Achieving the Goal** • Student have conceptual gaps in their learning.

**Plan to Monitor Progress Toward the Goal**

**Action:**

FCAT data Common Assessment data OPM - MFAS (Math Formative Assessment K-3) and Illustrative math and Florida Focus Achieves (Math Formative Assessment 4-5) Chapter/Standard formative and Summative Assessment

**Person or Persons Responsible:**

Administration, School and State Math coach, teachers, and PLC's

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

**Action Plan for Improvement**

<b>Goal #1:</b>	To increase student achievement across all content areas by increasing the level of rigor.
<b>Barrier #1:</b>	Instructional delivery doesn't reflect a deep understanding of the standards.
<b>Strategy #3 to Overcome the Barrier</b>	Build teachers knowledge of instructional strategies that will lead to complexity and rigor called for by the standards

**Step #1 to Implement Strategy #3**

**Action:**

Facilitated collaborative planning

**Person or Persons Responsible:**

Teachers, coaches

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

Lesson plans, PLC's logs

**Step #2 to Implement Strategy #3**

**Action:**

Implement the coaching cycle for identified teachers

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Coaching logs and the completion of the administrative debrief form



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

**Action:**

Teachers will plan and implement lessons using best practices aligned to the rigor and complexity of the standard.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Walkthrough observations

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

**Action:**

The implementation of rigorous and complex instructional strategies aligned to the Common Core standards.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Daily walkthroughs, weekly plan lesson plan checks, student work and student journals.

<b>Goal #2:</b>	Increase Science proficiency by...on FCAT by implementing the use of science journals/notebooks schoolwide
<b>Barrier #1:</b>	New Staff Members
<b>Strategy #1 to Overcome the Barrier</b>	Common planning time and PLCs

**Step #1 to Implement Strategy #1**

**Action:**

plan collaboratively to support each other in order to use science workshops to help develop and deliver content rich lessons plan collaboratively in order to ensure that students keep journals that reflect science learning in the classroom

**Person or Persons Responsible:**

Teachers Grade Level PLCs

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

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

**Action:**

Walk through data, science notebooks, teacher planbooks

**Person or Persons Responsible:**

Teachers, PLC's, Administration

**Target Dates or Schedule:**

On-going

**Evidence of Completion**

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

**Action:**

Walk through data, lesson plans, Science Common Assessments, Classroom formative and summative workshop assessments, science notebooks

**Person or Persons Responsible:**

Teachers, PLC's, Administration,

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

<b>Goal #3:</b>	Increase reading proficiency by 27% on the FCAT by implementing the Jan Richardson Guided Reading Routine school wide.
<b>Barrier #1:</b>	Classroom teachers not familiar with the guided reading routine.
<b>Strategy #1 to Overcome the Barrier</b>	Teachers will implement the guided reading routine daily with fidelity.

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

**Action:**

Provide ongoing professional development on the JR routine to ensure consistency and fidelity of implementation.

**Person or Persons Responsible:**

Instructional coaches; Administration

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Embedded coaching logs, sign in sheets, and the coaches logs.

**Facilitator:**

Jan Richardson

**Participants:**

Reading Teachers

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**Step #2 to Implement Strategy #1**

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**Action:**

Instructional coaches will provide ongoing instructional, through lesson planning and coaching cycle, support for reading teachers to effectively implement JR guided reading routine.

**Person or Persons Responsible:**

Instructional coaches and administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Embedded coaching logs, sign in sheets, and the coaches logs.

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

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**Action:**

Teachers will implement the JR guided reading routine daily with fidelity.

**Person or Persons Responsible:**

Coaches, and Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

The monitoring of the Blue binders.

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

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**Action:**

The teachers will implement the daily JR routine and modify based on student needs.

**Person or Persons Responsible:**

Coaches and administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Documentation of lesson in the Blue Binders.

<b>Goal #4:</b>	Reduce the number of office referrals by 50% based upon the 2012-13 school year.
<b>Barrier #2:</b>	Lack of consistent school behavior plan
<b>Strategy #1 to Overcome the Barrier</b>	Implement a school wide behavior plan for our school. This process will be disseminated to all staff members and parents so that everyone is aware of our new procedures. We model this behavior plan alongside our PBS system to promote positive behavior across all grades.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Provide continual training and support to all staff members at the school.

**Person or Persons Responsible:**

PBS support team: Dean Lawless, Cory Reiss, Raiham Alam, Robert Ovalle, Chriss Hoffman

**Target Dates or Schedule:**

All year long training. Pre-school training for all staff members before school began. Teachers will

**Evidence of Completion:**

Evidence of completion will be determined with a needs survey at the two points: mid-year, end of year.

**Facilitator:**

Dean Lawless, Cory Reiss

**Participants:**

PBS support team: Dean Lawless, Cory Reiss, Raiham Alam, Robert Ovalle, Chriss Hoffman

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

**Action:**

Needs Assessments

**Person or Persons Responsible:**

Dean Lawless, Cory Reiss

**Target Dates or Schedule:**

Mid Year & End of Year

**Evidence of Completion**

Completion of both surveys from staff members.

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

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

<b>Goal #5:</b>	Increase writing proficiency by 40% based on Florida Writes.
<b>Barrier #1:</b>	Behaviors
<b>Strategy #1 to Overcome the Barrier</b>	Provide professional development to teachers on positive behavior management techniques

**Step #1 to Implement Strategy #1 - PD Opportunity**

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**Action:**

Professional Development

**Person or Persons Responsible:**

Core Connections trainers Instructional Coaches

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Practice Tests

**Facilitator:**

**Participants:**

Core Connections trainers Instructional Coaches

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

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**Action:**

Behavioral Grades

**Person or Persons Responsible:**

Behavior Coaches

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

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

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**Action:**

Formal and Informal Assessments

**Person or Persons Responsible:**

Instructional Coaches and Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

**Goal #5:** Increase writing proficiency by 40% based on Florida Writes.  
**Barrier #5:** Teacher lack of knowledge of new curriculum  
**Strategy #1 to Overcome the Barrier** Provide professional development to teachers in Core Connections.

**Step #1 to Implement Strategy #1 - PD Opportunity**

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**Action:**  
Monthly  
**Person or Persons Responsible:**  
Behavior Specialist and Behavior Coach  
**Target Dates or Schedule:**  
Daily  
**Evidence of Completion:**  
**Facilitator:**  
**Participants:**  
Behavior Specialist and Behavior Coach

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

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**Action:**  
Walk Throughs  
**Person or Persons Responsible:**  
Behavioral Coaches and Administration  
**Target Dates or Schedule:**  
Daily  
**Evidence of Completion**  
Decrease in discipline referrals

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

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**Action:**  
**Person or Persons Responsible:**  
**Target Dates or Schedule:**  
**Evidence of Completion:**

**Goal #6:** Increase Math proficiency by 34% on the FCAT.  
**Barrier #10:** Student have conceptual gaps in their learning.  
**Strategy #1 to Overcome the Barrier** Students will be proficient on grade level standards.

**Step #1 to Implement Strategy #1**

**Action:**  
 Math instruction will be differentiated to meet individual student needs.  
**Person or Persons Responsible:**  
 Teachers, and coach  
**Target Dates or Schedule:**  
 Daily  
**Evidence of Completion:**  
 Lesson Plans, Coaches log, classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #10 to Goal #6**

**Action:**  
  
**Person or Persons Responsible:**  
  
**Target Dates or Schedule:**  
  
**Evidence of Completion**

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #10 to Goal #6**

**Action:**  
  
**Person or Persons Responsible:**  
  
**Target Dates or Schedule:**  
  
**Evidence of Completion:**

**Coordination and Integration**

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

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

Our SIP focuses on key elements in which our school was deficient for the 2012-13 school year. A focus on the fundamentals of reading, writing, math and science has been determined as our focus for this school year. With regards to how federal, state and local funds have been allocated to support the needs of our four core areas. The majority of our federal funds are allocated to hire Highly Qualified Hourly Teachers. We have budgeted to hire eight in total. These teachers will focus on providing high quality supplemental reading instruction to those students who are deficient in the areas of reading. Our extended day funds are being allocated to focus on math instruction before school. We are using these funds to hire additional support before school to work on ST Math for those students who need remediation and enrichment in the areas of math.

#### Title I, Part A

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

#### Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Nutrition Programs

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



breakfast and lunch during the school year and during extended year/summer programs.

**Head Start**

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

**Professional Development**

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

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

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

**Goal #3:** Increase reading proficiency by 27% on the FCAT by implementing the Jan Richardson Guided Reading Routine school wide.

**Barrier #1:** Classroom teachers not familiar with the guided reading routine.

**Strategy #1:** Teachers will implement the guided reading routine daily with fidelity.

**Action Step #1:** Provide ongoing professional development on the JR routine to ensure consistency and fidelity of implementation.

**Facilitator leader**

Jan Richardson

**Participants**

Reading Teachers

**Target dates or schedule**

Weekly

**Evidence of Completion and Person Responsible for Monitoring**

Embedded coaching logs, sign in sheets, and the coaches logs.

(Person Responsible: Instructional coaches; Administration)

**Goal #4:** Reduce the number of office referrals by 50% based upon the 2012-13 school year.

**Barrier #2:** Lack of consistent school behavior plan

**Strategy #1:** Implement a school wide behavior plan for our school. This process will be disseminated to all staff members and parents so that everyone is aware of our new procedures. We model this behavior plan alongside our PBS system to promote positive behavior across all grades.

**Action Step #1:** Provide continual training and support to all staff members at the school.

**Facilitator leader**

Dean Lawless, Cory Reiss

**Participants**

PBS support team: Dean Lawless, Cory Reiss, Raiham Alam, Robert Ovalle, Chriss Hoffman

**Target dates or schedule**

All year long training. Pre-school training for all staff members before school began. Teachers will

**Evidence of Completion and Person Responsible for Monitoring**

Evidence of completion will be determined with a needs survey at the two points: mid-year, end of year.  
(Person Responsible: PBS support team:  
Dean Lawless, Cory Reiss, Raiham Alam, Robert Ovalle, Chriss Hoffman)

**Goal #5:** Increase writing proficiency by 40% based on Florida Writes.

**Barrier #1:** Behaviors

**Strategy #1:** Provide professional development to teachers on positive behavior management techniques

**Action Step #1:** Professional Development

**Facilitator leader**

**Participants**

Core Connections trainers Instructional Coaches

**Target dates or schedule**

Monthly

**Evidence of Completion and Person Responsible for Monitoring**

Practice Tests  
(Person Responsible: Core Connections trainers  
Instructional Coaches )

**Barrier #5:** Teacher lack of knowledge of new curriculum

**Strategy #1:** Provide professional development to teachers in Core Connections.

**Action Step #1:** Monthly

**Facilitator leader**

**Participants**

Behavior Specialist and Behavior Coach

**Target dates or schedule**

Daily

**Evidence of Completion and Person Responsible for Monitoring**

(Person Responsible: Behavior Specialist and Behavior Coach)

**Budget**

**Budget Summary by Goal**

Goal	Description	Total
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	Total	\$0
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**Budget Summary by Resource Type and Funding Source**

Resource Type		Total
	\$0	\$0
Total	\$0	\$0

**Budget Detail**

**Goal #3:** Increase reading proficiency by 27% on the FCAT by implementing the Jan Richardson Guided Reading Routine school wide.

**Barrier #1:** Classroom teachers not familiar with the guided reading routine.

**Strategy #1:** Teachers will implement the guided reading routine daily with fidelity.

**Action Step #1:** Provide ongoing professional development on the JR routine to ensure consistency and fidelity of implementation.

**Resource Type**

**Resource**

**Funding Source**

**Amount Needed**