

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 0851 - Curlew Creek Elementary School  
**District:** 52 - Pinellas  
**Principal:** Robert Mcfadden B  
**SAC Chair:** Heidi Pukas  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** 09/14/2013  
**Last Modified on:** 10/29/2013

|                       |   |   |
|-----------------------|---|---|
| <b>Address:</b>       | <u>Physical</u>   | <u>Mailing</u>                          |
|                       | 3030 CURLEW RD<br>Palm Harbor, FL 34684   | 3030 CURLEW RD<br>Palm Harbor, FL 34684 |
| <b>Phone Number:</b>  | 727-724-1423  |   |
| <b>Web Address:</b>   | <a href="http://www.curlew-es.pinellas.k12.fl.us">http://www.curlew-es.pinellas.k12.fl.us</a> |   |
| <b>Email Address:</b> | 0851.principal@pcsb.org   |   |

|                              |                     |                     |                     |                     |
|------------------------------|---------------------|---------------------|---------------------|---------------------|
| <b>School Type:</b>          | Elementary School   |                     |                     |                     |
| <b>Alternative:</b>          | No                  |                     |                     |                     |
| <b>Charter:</b>              | No                  |                     |                     |                     |
| <b>Title I:</b>              | No                  |                     |                     |                     |
| <b>Free/Reduced Lunch:</b>   | 36%                 |                     |                     |                     |
| <b>Minority:</b>             | 25%                 |                     |                     |                     |
| <b>School Grade History:</b> | <u>2012-13</u><br>A | <u>2011-12</u><br>A | <u>2010-11</u><br>B | <u>2009-10</u><br>A |

### 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> Curlew Creek Elementary School  |                     |
| <b>Principal's name</b> Robert Mcfadden B   |                     |
| <b>School Advisory Council chair's name</b> Heidi Pukas   |                     |
| <b>Names and position titles of the School-Based Leadership Team (SBLT)</b>   |                     |
| <b>Name</b>   | <b>Title</b>        |
| Robert McFadden   | Principal           |
| Belinda Atkins  | Assistant Principal |
| Dee James   | Guidance Counselor  |
| Joan Hedrick  | Psychologist        |
| Tom Fisher  | Social Worker       |
| <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> 09/14/2013  |                     |
| <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).   |                     |
| <b>Describe the membership of the SAC including position titles</b>   |                     |
| Heidi Pukas, Chair<br>Kelli Rolf<br>Cynthia Ramos<br>Latoya Brown<br>Kayla Maniatakos<br>Nora Olivares<br>Sophia Grimm<br>Sarah Magsakay, Teacher<br>Julie Yen, Teacher<br>Jayme Pecci, Business Partner<br>Belinda Atkins, Assistant Principal<br>Robert McFadden, Principal |                     |
| <b>Describe the involvement of the SAC in the development of this school improvement plan</b>   |                     |
| Provided input and suggestions based on school data and need. Will revise and approve draft SIP at first meeting.   |                     |
| <b>Describe the activities of the SAC for the upcoming school year</b>  |                     |
| SAC will meet four times during this school year.<br>9/24/13<br>12/17/13<br>2/11/14<br>5/13/14  |                     |

|  |  |                            |
|--|--|----------------------------|
| <p><b>Describe the projected use of school improvement funds and include the amount allocated to each project</b><br/>                 Total allocation \$3,642.30<br/>                 After-school Writing Tutoring (23 weeks/ 2x per week)= \$782<br/>                 After-school Math Enrichment (25 weeks/ 1x per week)= \$425<br/>                 After-school Math Remediation (20 weeks/2x per week= \$2, 435</p> |  |                            |
| <p><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><br/>                 In Compliance</p>   |  |                            |
| <p><b>If no, describe the measures being taken to comply with SAC requirements</b><br/>                 n/a</p>  |  |                            |
| <p><b>Highly Qualified Staff</b><br/>                 This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>  |  |                            |
| <p><b>Administrators</b></p>   |  |                            |
| <p><b># Administrators</b> 2</p>   |  |                            |
| <p><b># Receiving Effective rating or higher</b> (not entered because basis is &lt; 10)</p>  |  |                            |
| <p><b>Administrator Information:</b></p>   |  |                            |
| <p><b>Robert Mcfadden B</b></p>  |  |                            |
| Principal  | Years as Administrator: 18   | Years at Current School: 4 |
| <b>Credentials</b>   | MS- Nova University (1992) Educational Leadership<br>BS-Virginia Commonwealth (1980) Elementary Education  |                            |
| <b>Performance Record</b>  | Curlew Creek Elementary:<br>2013-A; 2012-A; 2011-B, 2010-A;  |                            |
| <p><b>Belinda Atkins</b></p>   |  |                            |
| Asst Principal   | Years as Administrator: 4  | Years at Current School: 4 |
| <b>Credentials</b>   | MA- Northern Kentucky University (2006) Instructional Leadership<br>MA- Marygrove College (2002) Curriculum and Instruction<br>BS-Northern Kentucky University (1997) Elementary Education |                            |
| <b>Performance Record</b>  | Curlew Creek Elementary:<br>2013-A; 2012-A; 2011-B, 2010-A;  |                            |
| <p><b>Instructional Coaches</b></p>  |  |                            |
| <p><b># Instructional Coaches</b> 1</p>  |  |                            |
| <p><b># Receiving Effective rating or higher</b> (not entered because basis is &lt; 10)</p>  |  |                            |
| <p><b>Instructional Coach Information:</b></p>   |  |                            |

|                            |  |                            |
|----------------------------|--|----------------------------|
| <b>Shelley Holder</b>      |  |                            |
| Part-time / District-based | Years as Coach: 1  | Years at Current School: 1 |
| <b>Areas</b>               | Reading/Literacy   |                            |
| <b>Credentials</b>         | Reading Endorsement<br>ESOL Endorsement<br>B.S Degree Elementary Education 1-6<br>Masters Curriculum and Instruction through Interdisciplinary Studies |                            |
| <b>Performance Record</b>  | Perkins- A<br>Reading: 81% meeting standards Writing: 75% meeting standards<br>Reading Gains:78%<br>Lowest 25 % making gains: 68%                      |                            |
|                            | Curlew Creek-A<br>Reading: 74% meeting standards Writing: 52% meeting standards<br>Reading Gains:66%<br>Lowest 25 % making gains: 70%                  |                            |
|                            | Safety Harbor-B<br>Reading: 67% meeting standards Writing: 62% meeting standards<br>Reading Gains: 68%<br>Lowest 25 % making gains: 65%                |                            |
|                            | Oldsmar-C<br>Reading: 59% meeting standards Writing: 55% meeting standards<br>Reading Gains:61%<br>Lowest 25 % making gains: 65%                       |                            |
|                            | Walsingham-C<br>Reading: 51% meeting standards Writing: 60%<br>Reading Gains: 63%<br>Lowest 25 % making gains: 61%                                     |                            |
| <b>Classroom Teachers</b>  |  |                            |
|                            | <b># of classroom teachers</b> 65  |                            |
|                            | <b># receiving effective rating or higher</b> 50, 77%  |                            |
|                            | <b># Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)</b> 100%   |                            |
|                            | <b># certified in-field, pursuant to Section 1012.2315(2), F.S. 65,</b> 100%   |                            |
|                            | <b># ESOL endorsed</b> 19, 29%   |                            |
|                            | <b># reading endorsed</b> 10, 15%  |                            |
|                            | <b># with advanced degrees</b> 20, 31%   |                            |
|                            | <b># National Board Certified</b> 5, 8%  |                            |
|                            | <b># first-year teachers</b> 4, 6%   |                            |
|                            | <b># with 1-5 years of experience</b> 10, 15%  |                            |

|   |
|---|
| <b># with 6-14 years of experience</b> 18, 28%  |
| <b># with 15 or more years of experience</b> 33, 51%  |
| <b>Education Paraprofessionals</b>  |
| <b># of paraprofessionals</b> 10  |
| <b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 10, 100%   |
| <b>Other Instructional Personnel</b>  |
| <b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 0  |
| <b># receiving effective rating or higher</b> (not entered because basis is < 10)   |
| <b>Teacher Recruitment and Retention Strategies</b><br>This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).   |
| <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><br>Administrators actively see highly qualified teachers to fill open positions. Professional development, team building, mentoring, and support are all used effectively to retain quality teachers.  |
| <b>Teacher Mentoring Program/Plan</b><br>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).  |
| <b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b><br>New teachers and new hires are paired with a mentor on their grade level. Mentors meet with new hires at least monthly and are a constant support as needed.  |
| <b>Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)</b><br>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).   |
| <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><br>Universal screeners (FAIR, FCAT) will be used to determine tier 2 students. These groups will receive small group interventions and be progress monitored every two weeks. Data is turned in to the assistant principal who graphs data for each group, this will be used at SBLT meetings to aid in problem solving process. Students falling below trend line data will be given a gap analysis to determine necessity of tier three placement and a PSW will be written. |
| <b>What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?</b><br>Belinda Atkins- Data Manager<br>Dee James-Facilitator<br>Joan Hedrick- Note taker; Schedules Meetings<br>Tom Fisher- Time Manager  |
| <b>Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP</b>   |

SBLT is responsible for managing and coordinating efforts between all school teams as well as reviewing and revising the SIP. Programs, instruction, and interventions in the SIP are based on data gathered throughout the problem solving process and based on student need.

**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)**

FCAT, Common Assessments, FAIR, OPM (DIBELS), classroom formative assessments, frequency charts, attendance/ODR data

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

Weekly PLCs with administration will provide professional development and involvement in the MTSS process to aid with understanding and build capacity.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy: Before or After School Program**

**Minutes added to school year:** 2,400

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

Math instruction provided 2x per week for level 1 and 2 (FCAT) 4th and 5th graders.

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

Attendance and performance data will be gathered every two weeks for problem solving a grouping decisions.

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

Intervention teacher/assistant principal

**Strategy: Before or After School Program**

**Minutes added to school year:** 2,400

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

Reading instruction provided 2x per week for level 1 and 2 (FCAT) 4th and 5th graders

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

Attendance and performance data will be gathered every two weeks for problem solving a grouping decisions

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

Intervention teacher/assistant principal

**Strategy: Before or After School Program**

**Minutes added to school year:** 2,760

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

Writing intervention provided 2x per week for targeted 4th graders

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

Attendance and performance data will be gathered every two weeks for problem solving a grouping decisions

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

Intervention teacher/assistant principal

**Strategy: Before or After School Program**

**Minutes added to school year:** 1,500

**Strategy Purpose(s)**

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

**Strategy Description**

Math enrichment provided 1x per week for level 3-5 (FCAT) 4th and 5th graders

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

Attendance and performance data will be gathered every two weeks for problem solving a grouping decisions

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

Intervention teacher/assistant principal

**Literacy Leadership Team (LLT)**

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

**Name**

**Title**

Robert McFadden

Principal

Belinda Atkins

Assistant Principal

Peggy Duncan

Media Specialist

Nichole Scalia

1st Grade Team Leader

Deena Clendaniel

4th Grade Team Leader

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

The LLT will meet monthly to plan professional development strategies and discuss progress.

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

Common Core LA training, Guided Reading, Reading Interventions.

This time will also be ultimately responsible for building capacity amongst teams to create a data driven process for creating walk to intervention reading groups and progress monitoring plans.

**Every Teacher Contributes to Reading Instruction**

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

Reading is embedded in every content area within the school day. Professional development and planning is geared toward integrating literacy in each subject and special on a daily basis.

**Preschool Transition**

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

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

Kindergarten teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.



**Expected Improvements**

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

**Area 1: Reading****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 78%           | 74%           | No          | 80%           |
| American Indian            |               |               |             |               |
| Asian                      | 85%           | 89%           | Yes         | 1%            |
| Black/African American     | 37%           | 50%           | Yes         | 1%            |
| Hispanic                   | 69%           | 61%           | No          | 72%           |
| White                      | 82%           | 80%           | No          | 84%           |
| English language learners  | 63%           | 39%           | No          | 66%           |
| Students with disabilities | 62%           | 37%           | No          | 66%           |
| Economically disadvantaged | 71%           | 57%           | No          | 74%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 97            | 33%           | 20%           |
| Students scoring at or above Achievement Level 4 | 128           | 43%           | 60%           |

**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> |               | 35%           |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               | 20%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 107           | 66%           | 80%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               | 70%           | 85%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 17            | 59%           | 75%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 11            | 41%           | 60%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 11            | 38%           | 55%           |

| <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)<br>Students scoring at or above 3.5   | 45   | 54%                  | 70%                  |                      |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4  | <i>[data excluded for privacy reasons]</i> |                      | 25%                  |                      |
| <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   | 68%  | 73%                  | Yes                  | 1%                   |
| American Indian  |  |                      |                      |                      |
| Asian  | 78%  | 89%                  | Yes                  | 1%                   |
| Black/African American   | 41%  | 43%                  | Yes                  | 1%                   |
| Hispanic   | 52%  | 64%                  | Yes                  | 1%                   |
| White  | 71%  | 79%                  | Yes                  | 1%                   |
| English language learners  | 47%  | 46%                  | No                   | 52%                  |
| Students with disabilities   | 58%  | 48%                  | No                   | 63%                  |
| Economically disadvantaged   | 59%  | 57%                  | No                   | 63%                  |
| <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  | 110  | 37%                  | 20%                  |                      |
| Students scoring at or above Achievement Level 4   | 110  | 37%                  | 60%                  |                      |
| <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> |                      | 35%                  |                      |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |                      | 15%                  |                      |
| <b>Learning Gains</b>  |  |                      |                      |                      |
|  | <b>2013 Actual #</b>                       | <b>2013 Actual %</b> | <b>2014 Target %</b> |                      |
| Learning Gains   |  | 69%                  | 80%                  |                      |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC)  |  | 67%                  | 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  | 36   | 38%                  | 25%                  |                      |
| Students scoring at or above Achievement Level 4   | 32   | 34%                  | 55%                  |                      |

| <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  | [data excluded for privacy reasons] |                      | 25%                  |
| Students scoring at or above Level 7  | [data excluded for privacy reasons] |                      | 25%                  |
| <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)  | 5                                   |                      | 10                   |
| Participation in STEM-related experiences provided for students   | 5                                   | 40%                  | 80%                  |
| <b>Area 8: Early Warning Systems</b>  |                                     |                      |                      |
| <b>Elementary School Indicators</b>   |                                     |                      |                      |
|   | <b>2013 Actual #</b>                | <b>2013 Actual %</b> | <b>2014 Target %</b> |
| Students who miss 10 percent or more of available instructional time  | 92                                  | 12%                  | 5%                   |
| Students retained, pursuant to s. 1008.25, F.S.   | 5                                   | 1%                   | 1%                   |
| Students who are not proficient in reading by third grade   | 25                                  | 22%                  | 10%                  |
| Students who receive two or more behavior referrals   | 27                                  | 4%                   | 1%                   |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.   | 15                                  | 2%                   | 1%                   |
| <b>Area 9: Parent Involvement</b>   |                                     |                      |                      |
| 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).  |                                     |                      |                      |
| <b>Describe parental involvement targets for your school</b>  |                                     |                      |                      |
| We will be targeting parents of ESOL, African American, and Economically disadvantaged students. Programs will focus on language skills, homework help, effective conferencing, and providing feedback for school programs and funding. |                                     |                      |                      |
| <b>Specific Parental Involvement Targets</b>  |                                     |                      |                      |
| <b>Target</b>   | <b>2013 Actual #</b>                | <b>2013 Actual %</b> | <b>2014 Target %</b> |
| ESOL Parents  | 8                                   | 25%                  | 50%                  |
| African American Parents  | 9                                   | 30%                  | 50%                  |
| Economically Disadvantaged Parents  | 63                                  | 45%                  | 60%                  |

**Goals Summary**

**Goal #1:**

Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%.

**Goal #2:**

Increase the current level of students performing on or above Proficiency Level 3.5 in the area of Writing from 54% to 70%.

**Goal #3:**

Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%.

**Goal #4:**

Increase the current level of students performing on or above Achievement Level 4 in the area of Science from 34% to 55%.

**Goal #5:**

Close the achievement gap between Black and Non-black students by increasing student reading proficiency level 3 and above from 50% to 65% and math proficiency level 3 from 43% to 60%.

**Goals Detail**

**Goal #1:** Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%.

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

- Resources Available to Support the Goal**
- Extended Learning

- Targeted Barriers to Achieving the Goal**
- Insufficient Standards Based Instruction
  - Lack of Differentiation in Instruction

**Plan to Monitor Progress Toward the Goal**

**Action:**  
formative assessments, FAIR, FAA, CELLA

**Person or Persons Responsible:**  
Teachers/Assistant Principal

**Target Dates or Schedule:**  
Ongoing

**Evidence of Completion:**  
Learning gains and better understanding of learning goals.

**Goal #2: Increase the current level of students performing on or above Proficiency Level 3.5 in the area of Writing from 54% to 70%.**

**Targets Supported** • Writing

**Resources Available to Support the Goal** • Writing Units of Study

**Targeted Barriers to Achieving the Goal** • Insufficient standards based instruction

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Students will raise their writing level on a consistent basis.

**Person or Persons Responsible:**  
administrators

**Target Dates or Schedule:**  
Ongoing

**Evidence of Completion:**  
formative assessments, timed writing, FCAT, FAA, CELLA

**Goal #3: Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%.**

**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**

**Targeted Barriers to Achieving the Goal** • Insufficient standards based instruction  
 • Lack of differentiation of instruction

**Plan to Monitor Progress Toward the Goal**

**Action:**

students will consistently make growth in the area of math

**Person or Persons Responsible:**

administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

FCAT, Common Assessments, formative assessments, FAA

**Goal #4: Increase the current level of students performing on or above Achievement Level 4 in the area of Science from 34% to 55%.**

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

- Resources Available to Support the Goal**
- Science workshops
  - ipad labs
  - outdoor science lab (in planning)

- Targeted Barriers to Achieving the Goal**
- Insufficient standards based instruction

**Plan to Monitor Progress Toward the Goal**

**Action:**

student understanding will consistently increase.

**Person or Persons Responsible:**

instructional staff/administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

common assessments, FAA, FCAT, formative assessments, science journals

**Goal #5: Close the achievement gap between Black and Non-black students by increasing student reading proficiency level 3 and above from 50% to 65% and math proficiency level 3 from 43% to 60%.**

- Targets Supported**
- Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - Learning Gains
  - Math
  - Math - Elementary and Middle AMO's
  - Math - Elementary and Middle FCAT 2.0

- Resources Available to Support the Goal**
- Multi-cultural Committee
  - STEM Coordinator
  - Multi-cultural Committee
- Targeted Barriers to Achieving the Goal**
- Lack of Differentiation in Instruction
  - Insufficient Student Support/Role Models

**Plan to Monitor Progress Toward the Goal**

**Action:**  
formative assessments, common assessments, FCAT

**Person or Persons Responsible:**  
Administration/ Classroom Teacher

**Target Dates or Schedule:**  
Assessment cycle 2 and 3, FCAT

**Evidence of Completion:**  
Greater percentage of students performing at proficient level

**Action Plan for Improvement**

**Goal #1:** Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%.

**Barrier #1:** Insufficient Standards Based Instruction

**Strategy #1 to Overcome the Barrier** Set up and communicate a purpose for learning and learning goals in each lesson

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

**Action:**  
Teachers will post learning goals in student friendly terms and refer to them often during the lesson. Scales/ rubrics will be used to help students track progress toward learning goals.

**Person or Persons Responsible:**  
Instructional Staff

**Target Dates or Schedule:**  
Daily/Ongoing

**Evidence of Completion:**  
Goals will be posted in classroom/learning area. Students will be able to restate learning goal if asked and recognize progress towards learning goals according to a rubric or scale.

**Facilitator:**  
Belinda Atkins, Assistant Principal

**Participants:**  
Instructional Staff

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

**Action:**

Walkthrough and observation data, lesson plans

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Posted learning goals, scales, and/or rubrics

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

**Action:**

Students will reference learning goals and be able to refer to progress towards learning goals according to a scale or rubric.

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Students will become increasingly more adept and make greater progress toward learning goals.

|  |  |
|--|--|
| <b>Goal #1:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%. |
| <b>Barrier #1:</b>                         | Insufficient Standards Based Instruction   |
| <b>Strategy #2 to Overcome the Barrier</b> | Implement high yield instructional strategies  |

**Step #1 to Implement Strategy #2 - PD Opportunity**

**Action:**

Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/Ongoing

**Evidence of Completion:**

observation and lesson plans

**Facilitator:**

Reading coach

**Participants:**

Instructional Staff



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

**Action:**

walthrough and lesson plan datat

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

ongoing

**Evidence of Completion**

observation

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

**Action:**

FAIR, formative assessements

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Onoing

**Evidence of Completion:**

Growth in reading level/understanding

|  |  |
|--|--|
| <b>Goal #1:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%. |
| <b>Barrier #2:</b>                         | Lack of Differentiation in Instruction   |
| <b>Strategy #1 to Overcome the Barrier</b> | Provide formative assessments to plan appropriate level of instruction and monitor understanding.  |

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

**Action:**

Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/Ongoing

**Evidence of Completion:**

Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle.

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

**Action:**

Formative assessment data, samples

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

ongoing

**Evidence of Completion**

walkthrough, PLC agendas

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

**Action:**

formative assessment data

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

lesson plans

|  |  |
|--|--|
| <b>Goal #1:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%. |
| <b>Barrier #2:</b>                         | Lack of Differentiation in Instruction   |
| <b>Strategy #2 to Overcome the Barrier</b> | Every student will receive an additional 30 minutes of differentiated reading instruction through "Walk to Intervention" model.  |

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

**Action:**

Groups will be formed based on data and adjusted based on ongoing progress monitoring frequently. Research based interventions will be matched to student deficit or enrichment.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/Ongoing

**Evidence of Completion:**

Reading groups and OPM data

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

**Action:**

Walk through and observation during group work

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Bi-weekly OPM data, universal screener data

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

**Action:**

OPM data

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

DIBELS, FAIR

|  |  |
|--|--|
| <b>Goal #1:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%. |
| <b>Barrier #2:</b>                         | Lack of Differentiation in Instruction   |
| <b>Strategy #3 to Overcome the Barrier</b> | Students who are not meeting expectations in reading will be provided with after-school reading instruction.   |

**Step #1 to Implement Strategy #3 - Budget Item**

**Action:**

One and two star students as well as Level 1 and 2 students will be provided with explicit instruction in reading for 1 hour, two times per week.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

September 24, 2013-March 31, 2014

**Evidence of Completion:**

Attendance and Progress Monitoring Data

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

**Action:**

Observation of after-school groups

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Monthly attendance and OPM data collection.

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

**Action:**

Data meeting to look at progress monitoring and make grouping/instructional adjustments.

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

meeting agendas

|  |   |
|--|---|
| <b>Goal #2:</b>                            | Increase the current level of students performing on or above Proficiency Level 3.5 in the area of Writing from 54% to 70%. |
| <b>Barrier #1:</b>                         | Insufficient standards based instruction  |
| <b>Strategy #1 to Overcome the Barrier</b> | Set up and communicate a purpose for learning and learning goals in each lesson.  |

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

**Action:**

Lesson is aligned with a course standard, begins with a discussion of desired outcomes and learning goals. A scale or rubric is used to help students track progress towards a learning goal.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/Ongoing

**Evidence of Completion:**

Learning goals and scales/rubrics are posted in kid friendly terms.

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

**Action:**

Observation and lesson plans to check for posted goals, scales/rubrics. Students should be able to explain the learning goal and how it relates to what they are learning.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

walk through and observation data, lesson plans

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

**Action:**

Students should explain their progress as it relates to the learning goal.

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

formative assessment data, observation

|  |   |
|--|---|
| <b>Goal #2:</b>                            | Increase the current level of students performing on or above Proficiency Level 3.5 in the area of Writing from 54% to 70%. |
| <b>Barrier #1:</b>                         | Insufficient standards based instruction  |
| <b>Strategy #2 to Overcome the Barrier</b> | Implement high yield instructional strategies and increase rigor.   |

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

**Action:**

Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/Ongoing

**Evidence of Completion:**

observation, lesson plans

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

**Action:**

The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given grade level standards.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

lesson plans, observation

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

**Action:**

Students are showing growth in the area of writing on a consistent basis.

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

formative assessments, timed writing

|  |   |
|--|---|
| <b>Goal #2:</b>                            | Increase the current level of students performing on or above Proficiency Level 3.5 in the area of Writing from 54% to 70%. |
| <b>Barrier #1:</b>                         | Insufficient standards based instruction  |
| <b>Strategy #3 to Overcome the Barrier</b> | Fourth grade students who are not meeting expectations in writing will be provided with after-school instruction.           |

**Step #1 to Implement Strategy #3 - Budget Item**

**Action:**

Targeted students will be provided after school instruction 2 hours per week.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

September 24, 2013-March 5, 2014

**Evidence of Completion:**

Attendance and progress monitoring data

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

**Action:**

Tutoring groups will be monitored through observation

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

lesson plans, walk-through observation

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

**Action:**

After-school instructors will monitor growth and areas of deficit on a bi-weekly basis.

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Bi-Weekly

**Evidence of Completion:**

formative assessments, progress monitoring

|  |  |
|--|--|
| <b>Goal #3:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%. |
| <b>Barrier #1:</b>                         | Insufficient standards based instruction   |
| <b>Strategy #1 to Overcome the Barrier</b> | Set up and communicate a purpose for learning and learning goals in each lesson  |

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

**Action:**

Teacher will begin lesson with a discussion of desired outcomes and learning goals. Will refer back to learning goal throughout lesson and use a scale or rubric to help students track progress toward a learning goal.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/Ongoing

**Evidence of Completion:**

Learning goals are posted in kid friendly terms, rubrics/scales are posted and students can reference them to track progress.

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

**Action:**

Administration will observe posted goals, rubrics/scales.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

walk-throughs, observation, lesson plans

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

**Action:**

Students should be able to restate the learning goal and describe their progress according to the scale or rubric.

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

observation

|  |  |
|--|--|
| <b>Goal #3:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%. |
| <b>Barrier #1:</b>                         | Insufficient standards based instruction   |
| <b>Strategy #2 to Overcome the Barrier</b> | Implement high yield instructional strategies and increase rigor   |

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

**Action:**

Teachers provide instruction which is aligned with the cognitive complexity levels of standards. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/Ongoing

**Evidence of Completion:**

Walkthrough observations, lesson plans



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

**Action:**

Cognitive complexity of tasks, models, standards, examples and questions are appropriate given the level of grade level standards.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

lesson plans, observation

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

**Action:**

levels of complexity should consistently increase and be aligned with standards

**Person or Persons Responsible:**

administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

math understanding will consistently increase.

|  |  |
|--|--|
| <b>Goal #3:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%. |
| <b>Barrier #2:</b>                         | Lack of differentiation of instruction   |
| <b>Strategy #1 to Overcome the Barrier</b> | All students will be provided 30 minutes of math intervention daily  |

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

**Action:**

Student work will be used to place them into flexible math groups for 30 minutes daily. Instruction will be based on their area of need .

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Lesson plans, plc agendas, observation

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

**Action:**

Students should be fluidly moving throughout groups based on performance on each benchmark.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Lesson Plans, observation

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

**Action:**

Math understanding will consistently increase

**Person or Persons Responsible:**

administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

formative assessments

|  |  |
|--|--|
| <b>Goal #3:</b>                            | Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%. |
| <b>Barrier #2:</b>                         | Lack of differentiation of instruction   |
| <b>Strategy #2 to Overcome the Barrier</b> | Students identified as struggling will be provided an additional two hours of after school instruction weekly .  |

**Step #1 to Implement Strategy #2 - Budget Item**

**Action:**

Level 1 and 2 math students will participate in after school tutoring program two times weekly.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

September 24-March 31

**Evidence of Completion:**

Attendance and OPM data

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

**Action:**

Ongoing progress monitoring data will be collected for problem solving and grouping decisions.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

OPM and formative assessment data

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

**Action:**

Students will be engaged and participating during group time. Math performance will consistently increase

**Person or Persons Responsible:**

administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

observation

|  |   |
|--|---|
| <b>Goal #4:</b>                            | Increase the current level of students performing on or above Achievement Level 4 in the area of Science from 34% to 55%. |
| <b>Barrier #1:</b>                         | Insufficient standards based instruction  |
| <b>Strategy #1 to Overcome the Barrier</b> | Increase instructional rigor  |

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

**Action:**

Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Walk-throughs, lesson plans

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

**Action:**

students will be actively participating in cognitively complex, hands-on science activities

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

walk throughs, lesson plans

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

**Action:**

Students science participation and understanding will consistently increase

**Person or Persons Responsible:**

Instructional Staff/ Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

observation, science journals

|  |  |
|--|--|
| <b>Goal #5:</b>                            | Close the achievement gap between Black and Non-black students by increasing student reading proficiency level 3 and above from 50% to 65% and math proficiency level 3 from 43% to 60%. |
| <b>Barrier #1:</b>                         | Lack of Differentiation in Instruction   |
| <b>Strategy #1 to Overcome the Barrier</b> | Teachers regularly use data to assess students' readiness for learning and achievement of knowledge and skills during instruction.   |

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

**Action:**

Formative Assessments will be used on an ongoing basis to drive instruction and create differentiated groups.

**Person or Persons Responsible:**

Instructional Staff

**Target Dates or Schedule:**

Daily/ongoing

**Evidence of Completion:**

Students will be in flexible groups based on area of deficit. Planning will reflect instruction that is differentiated.

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

**Action:**

Monitor groups/data driven decision making

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion**

Ongoing progress monitoring and/or formative assessments

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

**Action:**

Students will be making growth in the areas of reading and math

**Person or Persons Responsible:**

Administration/Classroom Teachers

**Target Dates or Schedule:**

Ongoing and at each Assessment Cycle

**Evidence of Completion:**

greater percentage of students at or above proficient level

|  |  |
|--|--|
| <b>Goal #5:</b>                            | Close the achievement gap between Black and Non-black students by increasing student reading proficiency level 3 and above from 50% to 65% and math proficiency level 3 from 43% to 60%. |
| <b>Barrier #2:</b>                         | Insufficient Student Support/Role Models   |
| <b>Strategy #1 to Overcome the Barrier</b> | "Check and Connect" will provide a mentor for each under performing African American Student   |

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

**Action:**

Will meet with student on a daily basis

**Person or Persons Responsible:**

Check and Connect Mentor

**Target Dates or Schedule:**

daily

**Evidence of Completion:**

Mentor Log

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

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**Action:**

Will collect Mentor Logs

**Person or Persons Responsible:**

Community Involvement Liaison

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Mentor Logs completed

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #5**

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**Action:**

Students will meet with Mrs. Atkins on a monthly basis to debrief mentoring, school, etc.

**Person or Persons Responsible:**

Assistant Principal

**Target Dates or Schedule:**

ongoing/monthly

**Evidence of Completion:**

Surveys, monthly log

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

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

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

**Goal #1:** Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%.

**Barrier #1:** Insufficient Standards Based Instruction

**Strategy #1:** Set up and communicate a purpose for learning and learning goals in each lesson

**Action Step #1:** Teachers will post learning goals in student friendly terms and refer to them often during the lesson. Scales/rubrics will be used to help students track progress toward learning goals.

**Facilitator leader**

Belinda Atkins, Assistant Principal

**Participants**

Instructional Staff

**Target dates or schedule**

Daily/Ongoing

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

Goals will be posted in classroom/learning area. Students will be able to restate learning goal if asked and recognize progress towards learning goals according to a rubric or scale.

(Person Responsible: Instructional Staff)

**Strategy #2:** Implement high yield instructional strategies

**Action Step #1:** Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks. Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

**Facilitator leader**

Reading coach

**Participants**

Instructional Staff

**Target dates or schedule**

Daily/Ongoing

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

observation and lesson plans

(Person Responsible: Instructional Staff)

**Appendix 2: Budget to Support School Improvement Goals****Budget Summary by Goal**

| Goal    | Description  | Total   |
|---------|--|---------|
| Goal #1 | Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%. | \$1,430 |
| Goal #2 | Increase the current level of students performing on or above Proficiency Level 3.5 in the area of Writing from 54% to 70%.  | \$782   |
| Goal #3 | Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%.       | \$1,430 |
|         | Total  | \$3,642 |

**Budget Summary by Resource Type and Funding Source**

| Resource Type            | Personnel | Total   |
|--------------------------|-----------|---------|
| School Improvement Funds | \$3,642   | \$3,642 |
| Total                    | \$3,642   | \$3,642 |

**Budget Detail**

**Goal #1:** Increase the current level of students performing on or above Proficiency Level 3 in the area of Reading from 74% to 80%, while also increasing students making learning gains in Reading from 66% to 80%.

**Barrier #2:** Lack of Differentiation in Instruction

**Strategy #3:** Students who are not meeting expectations in reading will be provided with after-school reading instruction.

**Action Step #1:** One and two star students as well as Level 1 and 2 students will be provided with explicit instruction in reading for 1 hour, two times per week.

**Resource Type** Personnel  
**Resource** 3 teachers  
**Funding Source** School Improvement Funds  
**Amount Needed** \$1,430

**Goal #2:** Increase the current level of students performing on or above Proficiency Level 3.5 in the area of Writing from 54% to 70%.

**Barrier #1:** Insufficient standards based instruction

**Strategy #3:** Fourth grade students who are not meeting expectations in writing will be provided with after-school instruction.

**Action Step #1:** Targeted students will be provided after school instruction 2 hours per week.

**Resource Type** Personnel  
**Resource** One teacher with successful writing data  
**Funding Source** School Improvement Funds  
**Amount Needed** \$782



**Goal #3:** Increase the current level of students performing on or above Proficiency Level 3 in the area of Math from 73% to 80%, while also increasing students making learning gains in Math from 69% to 80%.

**Barrier #2:** Lack of differentiation of instruction

**Strategy #2:** Students identified as struggling will be provided an additional two hours of after school instruction weekly .

**Action Step #1:** Level 1 and 2 math students will participate in after school tutoring program two times weekly.

|                       |                          |
|-----------------------|--------------------------|
| <b>Resource Type</b>  | Personnel                |
| <b>Resource</b>       | 3 teachers               |
| <b>Funding Source</b> | School Improvement Funds |
| <b>Amount Needed</b>  | \$1,430                  |