FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 1071 - Dunedin Elementary School
District: 52 - Pinellas
Principal: Kathleen Brickley
SAC Chair: Jeffry Barnett
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 10/29/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-738-2990	
Web Address:	http://www.dunedin-es.pinellas.k12.fl.us	
Email Address:	1071.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	82%			
Minority:	65%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	F	D	C	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

Current School Status

School Information

School-Level Information

School Dunedin Elementary School

Principal's name Kathleen Brickley

School Advisory Council chair's name Jeffry Barnett

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kathy Brickley	Principal
Donna Katsiyiannis	Assistant Principal
Jo Ellen Duvall	Media Specialist
Debbie Kravitz	ESE
Jackie Vorbeck	ESOL
Tammie Folstad	Specialist
Allison Kuckkahn	Dual Language
Nan Falini	Parent Liasion
Haleigh Zealy	Guidance
Lisa Wright	Behavior Specialist
Lynn Anthony	Social Worker
Cynthia Borland	RTI
Cate Cross	PreK
Sophia Kapetaneas	Kindergarten
Deb Ausdemore	First
Suzanne Bogacki	Second
Dana Robinson	Third
Diana Harper	Fourth
Rhonda Burkholder	Fifth

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP Pending

School Advisory Council (SAC)
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).

Describe the membership of the SAC including position titles
The School Advisory Council (SAC) will be instrumental in the development of the School Improvement Plan (SIP).
Membership:
SAC Chairperson - Jeffry Barnett

Describe the involvement of the SAC in the development of this school improvement plan

SAC monitors our SIP. At monthly meetings the SAC will review and discuss the SIP goals and school-wide data, and provide recommendations to SBLT for improvement actions.

Describe the activities of the SAC for the upcoming school year
Monthly meetings
Review and monitor school-wide data
Speakers present and address SIP items
Discuss goals and provide recommendations to continue or modify work

Describe the projected use of school improvement funds and include the amount allocated to each project
$3400 will be used to pay for 37 substitutes for teacher professional development. They will observe in model classrooms in the areas identified on their IPDP's both on and off campus.

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
In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
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).
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).

Administrators

 # Administrators 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Kathleen Brickley

Principal	Years as Administrator: 13	Years at Current School: 7
Credentials	BS VE, MA Ed Lead, Cert-School Principal	
Performance Record	Dunedin El 2011-12: Grade D; Proficiency: Rdg 41%, Math 33%, Writ 84%, Sc 27%; Learning Gains: Rdg 54%, Math 54%; Lowest 25% Gains: Rdg 63%, Math 52%	

Donna Katsiyiannis

Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	BS El Ed, MA Ed Lead, Rdg and ESOL endorsement	
Performance Record	Dunedin El 2011-12: Grade D; Proficiency: Rdg 41%, Math 33%, Writ 84%, Sc 27%; Learning Gains: Rdg 54%, Math 54%; Lowest 25% Gains: Rdg 63%, Math 52%	

Instructional Coaches

 # Instructional Coaches 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Lisa Redman

Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS Secondary Ed English, Certification K-6	
Performance Record	Dunedin El 2011-12: Grade D; Proficiency: Rdg 41%, Math 33%, Writ 84%, Sc 27%; Learning Gains: Rdg 54%, Math 54%; Lowest 25% Gains: Rdg 63%, Math 52% Belleair Elementary	

Christian Joseph

Full-time / School-based	Years as Coach: 5	Years at Current School: 0
Areas	Mathematics	
Credentials	BA Elementary Education MA Math/Science Education Ph. D. Curriculum and Instruction Literacy and Mathematics Education ESOL Endorsement (fall 2013)	
Performance Record	Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) Christine Joseph: 2012-2013 School Grade: B 2011-1012 School Grade: A 2010-2011 AYP: No. 82% Criteria Met 2010-2011 School Grade: A In the lowest 25% in reading, there was an increase of 8% proficiency in reading and a 7% increase in proficiency in math. 2009-2010 AYP: No, 82% of Criteria Met 2009-2010 School Grade: A 2008-2009 AYP: No, 95% of Criteria Met 2008-2009 School Grade: A	

Cynthia Borland

Full-time / School-based	Years as Coach: 6	Years at Current School: 9
Areas	[none selected]	
Credentials	BS Elem Ed 1-6, MA Reading K-12, ESOL Endorsement	
Performance Record	Dunedin El 2011-12: Grade D; Proficiency: Rdg 41%, Math 33%, Writ 84%, Sc 27%; Learning Gains: Rdg 54%, Math 54%; Lowest 25% Gains: Rdg 63%, Math 52%	

Classroom Teachers
# of classroom teachers 46
 # receiving effective rating or higher 33, 72%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 85%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 45, 98%
 # ESOL endorsed 42, 91%
 # reading endorsed 8, 17%
 # with advanced degrees 13, 28%
 # National Board Certified 2, 4%
 # first-year teachers 1, 2%
 # with 1-5 years of experience 12, 26%
 # with 6-14 years of experience 18, 39%
 # with 15 or more years of experience 15, 33%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
# of paraprofessionals 0
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals
 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
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).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Leadership Opportunities - Principal Kathy Brickley
Mentor Program to support new teachers and teachers changing
grade level / subject area - Lead Mentor Cindy Borland
Lead Mentor 6/7/2013
Teacher Inquiry Teacher Fellow Facilitator - Teacher Fellow Facilitators Dana Robinson, Cindy Borland

Teacher Mentoring Program/Plan
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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

Mentor: Diana Harper/Mentee: Kevin Villegas - 4th Grade team leader paired with new 4th grade teacher - Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management

Mentor: Caroline Cramer/Mentee: Cher Harris - ASD team leader paired with new 4th grade teacher - Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management

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

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).

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

The SBLT team meetings will be once a week on Wednesday to monitor the effectiveness of core instruction, resource allocation, teacher support systems and small group/individual needs. After reviewing data, the SBLT will utilize the 8-Step Problem Solving Process to determine next steps to decrease gaps and raise student achievement.

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

-Cindy Borland - RtI Coach - Facilitator – generates agenda and facilitates team discussions

Kathy Brickley/Principal, Donna Katiyiannis/Asst. Principal -

Cindy Borland/RtI Coach, Lisa Redman/Literacy Coach, Christine Joseph/Math Coach, Lynn Anthony/Social Worker - Data Manager(s)/Data Coach(es), Adeline Lambert/Attendance Specialist – assist team in accessing and interpreting (aggregating/disaggregating) the data.

Team Leaders: Sophie Kaptaneau/K, Deb Ausdemore/1st, Allison Kuckhan/Dual Language, Suzanne Bogacki/2nd, Dana Robinson/3rd, Diana Harper/4th, Rhonda Burkholder/5th, Tammy Folstad/Specialists, Deb Kravitz/ESE, Jacqueline Vorbeck/ESOL, Cate Cross/PreK - provide team input and disseminate information to team.

Hailey Zealy/Guidance, Lisa Wright/Behavior, Diane Koplar/Diagnostician, Psychologist (TBA) - providing and interpreting behavior data

Jo Ellen Duvall/Library Media/Technology Specialist – brokers technology necessary to manage and display data

-Nan Falini/Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

-Deb Ausdemore/Team Leader 1st - Time Keeper – helps team begin on time and ensures adherence to agreed upon agenda

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

The School Based Leadership Team (SBLT) develops, facilitates the implementation of, and monitors the School Improvement Plan; identifies barriers that could prevent the school from meeting school improvement goals through the 8-step problem solving process. The SBLT and MTSS monitor the fidelity and effectiveness of core and supplemental instruction through fidelity checks. Also the SBLT manages and coordinates the efforts of all school based teams.

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)

The data sources include FAIR, FCAT, Common Assessments and core classroom data for reading, math, science, and writing. Discipline and attendance data is the source for behavior data. The data management system includes SBLT data reviews and grade level data chats, the Tier 2 electronic intervention logs for all grade levels, AIMS web for Tier 3 progress monitoring, resource map for reading and math interventions, data charts for student progress monitoring and all academic and behavioral data related to student success. Supplemental instruction is monitored using Dibels Next.

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

The SBLT has reconfigured school based processes to include systems of support for core, supplement and intensive systems of support. Teams include the SBLT, content and grade level teams and intensive problem solving provided by student services staff and the MTSS coach. The MTSS Coach and Learning Specialist conduct ongoing training and education during curriculum meetings and PLCs on the processes teachers need to use to make core curriculum instruction successful through intervention implementation. We will build staff capacity for data-driven problem solving by modeling and coaching these strategies during data chats.

The school social worker, psychologist and behavior specialist will train staff on the MTSS behavior process.

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: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description

ELP funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

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

Reading: Running record data

Who is responsible for monitoring implementation of this strategy?

Jo Duvall

Cindy Borland

Literacy Leadership Team (LLT)

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

Name	Title
Kathy Brickley	Principal
Donna Katsiyiannis	Assistant Principal
Theresa Gibbons	First grade
Deb Ausdemore	First grade

Christina Roush	Fourth grade
Darlene Ress	Fifth grade
Jo Ellen Duvall	Library Media Specialist
Suzanne Bogacki	Second grade
Christina Roush	Fourth grade
Caroline Cramer	ESE
Lynn Dolence	LLI
Cindy Borland	Rti
Rachelle McDowell	Fourth grade
Kerri Barnes	Third grade
Laurie Voelker	Kindergarten

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Rachelle McDowell/Chairperson, Kerri Barnes/Co-Chair, Administration and Team Representatives. The LLT will meet once per week to discuss ways to differentiate instruction, increase rigor and bridge FCAT 2.0 and the Common Core

What will be the major initiatives of the LLT this year?
Bridging FCAT 2.0 with Common Core
Increasing Rigor

Every Teacher Contributes to Reading Improvement

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

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
An orientation is held in the spring to provide information to the parents of incoming Kindergarten students. Resources include meeting the kindergarten teachers, discussing the kindergarten schedule, expectations, and transitions. Parents can visit the classrooms and register their students. Materials will be available, such as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities, ELL, and what to expect at a parent teacher conference. A presentation about our Dual Lang Spanish Immersion program is also provided at this orientation. Kindergarten Teachers will hold an orientation for incoming students and their parents at the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Kindergarten curriculum is shared with parents and how parents can help at home. Parents of our current pre-k students are invited to all parent involvement activities. Preschoolers will be invited during the spring to meet the Kindergarten teachers, learn about the curriculum and readiness activities.

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

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	53%	42%	No	58%
American Indian				
Asian				
Black/African American	37%	20%	No	43%
Hispanic	50%	34%	No	55%
White	68%	58%	No	71%
English language learners	43%	28%	No	48%
Students with disabilities	28%	11%	No	36%
Economically disadvantaged	50%	37%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	23%	33%
Students scoring at or above Achievement Level 4	61	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		51%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		52%	70%

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)	84	41%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	25%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	40	20%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
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.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	53	54%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	39%	No	51%
American Indian				
Asian				
Black/African American	33%	9%	No	39%
Hispanic	47%	41%	No	52%
White	53%	48%	No	58%
English language learners	42%	38%	No	48%
Students with disabilities	35%	15%	No	42%
Economically disadvantaged	43%	35%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	26%	34%
Students scoring at or above Achievement Level 4	65	13%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		57%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	25%	35%
Students scoring at or above Achievement Level 4	13	11%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	400	55%	65%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	11%	5%
Students retained, pursuant to s. 1008.25, F.S.	17	3%	1%
Students who are not proficient in reading by third grade	40	37%	20%
Students who receive two or more behavior referrals	71	10%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	3%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Improve current level of parent participation/involvement through frequent home-school communication in a variety of formats to allow families to support and supervise their child's educational progress.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of parents involved in student led conferences	54	13%	40%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Improve effectiveness of core instruction to increase math proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.

Goal #2:
Improve effectiveness of core instruction to increase science proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.

Goal #3:
Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0

Goal #4:
Improve effectiveness of core instruction to increase reading proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains and as measured by Sat 10 for primary grades.

Goal #5:
Improve differentiation of instruction to increase student achievement in the black subgroup as measured by FCAT 2.0.

Goals Detail

Goal #1:	**Improve effectiveness of core instruction to increase math proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.**
Targets Supported	• Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• ST Math • Full time embedded Coach in Classrooms • Block Scheduling/Planning • Classroom Discussions and Number Talks • CPALMS/MFAS • ESOL Assistants • Data/Data Chat • Intervention • MTSS • Manipulatives
Targeted Barriers to Achieving the Goal	• Lack of fidelity of instruction using best practices

Plan to Monitor Progress Toward the Goal

Action:
Students performance on progress monitoring, formative assessment and end of year assessments.

Person or Persons Responsible:
Administration, Instructional Coaches, RtI Coach, Teachers

Target Dates or Schedule:
Data reviews every six to eight weeks.

Evidence of Completion:
Students achievement will increase on progress monitoring, formative assessment and end of year assessments.

Goal #2:	**Improve effectiveness of core instruction to increase science proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.**

Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• Lab Managers • Science Lab • District Science Fair • Science club • MOSI (4th and 5th) • CPalms • Data/Data Chats • STEM Leadership Team • Block Scheduling/Planning
Targeted Barriers to Achieving the Goal	• Fidelity of instruction

Plan to Monitor Progress Toward the Goal

Action:
Student performance on progress monitoring, formative assessments and end of the year assessments.

Person or Persons Responsible:
Administration, Teachers, RtI Coach

Target Dates or Schedule:
Data review every six to eight weeks.

Evidence of Completion:
Student achievement will increase on progress monitoring, formative assessments and end of the year assessments.

Goal #3:	**Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0**

Targets Supported	• Writing
Resources Available to Support the Goal	• Reading Coach • Literacy Team • After School Writing Program • Common Core Standards • Data Chats/MTSS • CPALMS • Cooperative Learning
Targeted Barriers to Achieving the Goal	• Fidelity of Instruction

Plan to Monitor Progress Toward the Goal

Action:
Lesson plans

Person or Persons Responsible:
Literacy Coach, Administration, Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Submission of lesson plans

Goal #4:	**Improve effectiveness of core instruction to increase reading proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains and as measured by Sat 10 for primary grades.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - CELLA
Resources Available to Support the Goal	• -LLI -Coaches in Classrooms -Comprehension Kits -Title 1 Teachers -ESOL Teachers -Increase Nonfiction resources in school -Data Chats/room wall -MTSS -CPALMS • Reading Coach • AP/Learning Specialist • Block Scheduling/Planning • Jan Richardson routines • Teacher's College Running Records • Data • Interventions

| **Targeted Barriers to Achieving the Goal** | • Fidelity of instruction |

Plan to Monitor Progress Toward the Goal

Action:
Student performance on progress monitoring, Formative and Common Assessments and end of year assessments will increase.

Person or Persons Responsible:
Administration, Teachers, Coaches

Target Dates or Schedule:
data reviews every six to eight weeks

Evidence of Completion:
Student performance on progress monitoring, Formative and Common Assessments and end of year assessments will increase.

Goal #5:	**Improve differentiation of instruction to increase student achievement in the black subgroup as measured by FCAT 2.0.**
Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Writing
	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle Learning Gains
	• Science
	• Science - Elementary School
Resources Available to Support the Goal	• Coaches in the classroom
	• MTSS
	• Title I Teachers
	• Data chats - data wall
	• Model teachers
Targeted Barriers to Achieving the Goal	• Knowledge of strategies to differentiate instruction to meet student needs

Plan to Monitor Progress Toward the Goal

Action:
Student achievement data

Person or Persons Responsible:
Administrator, Teachers

Target Dates or Schedule:
One grade per week

Evidence of Completion:
Progress monitoring documentation

Action Plan for Improvement

Goal #1:	Improve effectiveness of core instruction to increase math proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.
Barrier #6:	Lack of fidelity of instruction using best practices
Strategy #1 to Overcome the Barrier	Teachers will participate in common lesson planning to develop and deliver standards based instruction.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Instructional Coach will provide support to identified teachers through coaching cycles.

Person or Persons Responsible:
Mathematics Coach, Administration

Target Dates or Schedule:
On-going as determined by weekly debrief between Coach/Administration

Evidence of Completion:
Coaching Calendars, Coaching Log

Facilitator:
Mathematics Coach

Participants:
Teachers

Step #2 to Implement Strategy #1 - Budget Item

Action:
Use of iPad Cart and technology to access online content and math related apps to facilitate and enrich core instruction and integrate technology

Person or Persons Responsible:
Teachers/Students

Target Dates or Schedule:
Bi-Monthly

Evidence of Completion:
Student product Teacher Practice

Step #3 to Implement Strategy #1 - Budget Item

Action:
Books, professional resources, and instructional materials (ie. classroom library refresh, book study materials)

Person or Persons Responsible:
Teachers/Students

Target Dates or Schedule:
As needed

Evidence of Completion:
teacher practice, student practice

Step #4 to Implement Strategy #1 - Budget Item

Action:
RTI Coach support for fidelity of instructions

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
Daily

Evidence of Completion:
observation and fidelity checklist

Step #5 to Implement Strategy #1 - Budget Item

Action:
Instruction/Intervention by Title I Hourly Teachers

Person or Persons Responsible:
Teaching with fidelity part time hourly Title I teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Student Product Teacher Practice

Step #6 to Implement Strategy #1

Action:
Teachers will participate in peer collaboration and observations as determined by Administration.

Person or Persons Responsible:
Administration and Coaches

Target Dates or Schedule:
As determined in collaboration between Administration and Coaches

Evidence of Completion:
Reflection sheet, implementation of standards based instruction.

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

Action:
All teachers implement the standards based lessons designed during common planning.

Person or Persons Responsible:
Administration, Instructional Coaches

Target Dates or Schedule:
weekly

Evidence of Completion
Lesson plans and implementation of standards based instruction, Coach collaborative planning sign in sheets

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

Action:
Teachers implement standards based instruction daily.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly walk-throughs

Evidence of Completion:
Walk-through data based on key indicators from the curriculum implementation guides.

Goal #2:	Improve effectiveness of core instruction to increase science proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.
Barrier #7:	Fidelity of instruction
Strategy #1 to Overcome the Barrier	Teachers will participate in common planning based on the 5 E Lessons to develop and deliver standards based Science instruction..

Step #1 to Implement Strategy #1

Action:
Teachers will collaboratively plan Science instruction using success criteria (I Can Statements). (Backward planning)

Person or Persons Responsible:
Teachers, STEM Team, Administration, District Science Coach

Target Dates or Schedule:
By Science Workshop

Evidence of Completion:
Lesson plans, student science notebooks, student completion of success criteria matrix

Step #2 to Implement Strategy #1 - Budget Item

Action:
iPad lab and technology to access on line content and science related apps to facilitate and enrich core instruction and integrate technology

Person or Persons Responsible:
Teacher/students

Target Dates or Schedule:
Bi-monthly

Evidence of Completion:
Student product Teacher practice

Step #3 to Implement Strategy #1

Action:
Data analysis including Common Assessment item analysis and note-booking (formative assessment)

Person or Persons Responsible:
Teachers, District Science Coach

Target Dates or Schedule:
PLC, data chats

Evidence of Completion:
PLC notes, student notebooks, item analysis plan

Step #4 to Implement Strategy #1 - Budget Item

Action:
Rti Coach support for fidelity of instruction

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
As scheduled

Evidence of Completion:
Conference notes

Step #5 to Implement Strategy #1 - Budget Item

Action:
Collaborative Planning (stipend)

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Weekly and as scheduled beyond contract hours

Evidence of Completion:
Lesson Plans

Step #6 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Planning weekly formative assessments and analyzing data to drive instruction (TDE)

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Weekly PLC and semester TDE

Evidence of Completion:
PLC notes

Facilitator:
Lab Managers

Participants:
Teachers

Step #7 to Implement Strategy #1 - Budget Item

Action:
Provide instructional materials to facilitate best practices

Person or Persons Responsible:
Teachers and students

Target Dates or Schedule:
As needed

Evidence of Completion:
Teacher practice Student product

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #7 to Goal #2

Action:
All teachers implement the standards based lesson (Success Criteria, I Can Statements) designed during common planning.

Person or Persons Responsible:
Administration, STEM Team

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson plans, implementation of standards based instruction, completion of Success Criteria matrix by students and content specific teacher feedback in the student notebooks.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #7 to Goal #2

Action:
Teachers implement standards based instruction daily.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly walk-throughs

Evidence of Completion:
Walk-through data based from key indicators from the curriculum implementation guide.

Goal #2:	Improve effectiveness of core instruction to increase science proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.
Barrier #7:	Fidelity of instruction
Strategy #3 to Overcome the Barrier	Implementation of the Science Lab in grades 3-5

Step #1 to Implement Strategy #3

Action:
Collaborative planning

Person or Persons Responsible:
Lab Managers and LLC, Learning Specialist

Target Dates or Schedule:
As scheduled

Evidence of Completion:
Lesson plans

Step #2 to Implement Strategy #3

Action:
Collaborative planning

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Lesson plans

Step #3 to Implement Strategy #3

Action:
Oversee implementation of lab

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC notes

Step #4 to Implement Strategy #3

Action:
Planning weekly formative assessments and analyzing data to drive instruction at weekly PLC's

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On going, bi-monthly

Evidence of Completion:
Sign in sheets

Step #5 to Implement Strategy #3

Action:
Lab Managers Implementation and instructional support of science lab for grades 3-5

Person or Persons Responsible:
Lab Managers

Target Dates or Schedule:
As scheduled

Evidence of Completion:
student achievement of science expectations

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #7 to Goal #2

Action:
Correct implementation of science lab

Person or Persons Responsible:
Lab Managers, Team Leaders, Administration

Target Dates or Schedule:
Bi-weekly

Evidence of Completion
Walkthroughs Coaching log

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #7 to Goal #2

Action:
Summative assessment data

Person or Persons Responsible:
Lab Managers, Team Leaders

Target Dates or Schedule:
Units of study

Evidence of Completion:
Science lab unit assessments

Goal #3:	Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0
Barrier #5:	Fidelity of Instruction
Strategy #1 to Overcome the Barrier	Collaborative Planning

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Curriculum planning

Person or Persons Responsible:
Team Leader

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC notes

Facilitator:
Team Leader

Participants:
Team Leader

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Curriculum Meetings

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC notes

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #3 to Implement Strategy #1

Action:
Collaborative Planning

Person or Persons Responsible:
Team Leaders/Learning Specialists

Target Dates or Schedule:
Monthly

Evidence of Completion:
Lesson Plans

Step #4 to Implement Strategy #1 - Budget Item

Action:
Books, professional resources, and instructional materials (ie. classroom library refresh, book study materials)

Person or Persons Responsible:
Teachers/Students

Target Dates or Schedule:
On going as needed

Evidence of Completion:
Student product Teacher practice

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #3

Action:
Collaborative Planning Implemented

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Walkthrough and Co-teaching

Evidence of Completion
Walkthrough feedback and coaching log

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #3

Action:
Lesson plans

Person or Persons Responsible:
Literacy Coach, Administration and Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Submission of lesson plans

Goal #3:	Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0
Barrier #5:	Fidelity of Instruction
Strategy #2 to Overcome the Barrier	Unpacking the Benchmarks and Common Core Standards

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Curriculum Planning

Person or Persons Responsible:
Team Members

Target Dates or Schedule:
Weekly and as scheduled beyond contract hours

Evidence of Completion:
PLC notes

Facilitator:
Team Leader and Literacy Coach

Participants:
Team Members

Step #2 to Implement Strategy #2

Action:
Curriculum Meetings

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC notes

Step #3 to Implement Strategy #2

Action:
Curriculum Meetings

Person or Persons Responsible:
Team Leader/Learning Specialists

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC notes

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #5 to Goal #3

Action:
Collaborative Planning

Person or Persons Responsible:
Administration, Literacy Coach and Team Leaders

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson Plans

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #5 to Goal #3

Action:
Lesson Plans

Person or Persons Responsible:
Teachers, Team Leaders, Literacy Coach and Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Submission of Lesson Plans

Goal #3:	Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0
Barrier #5:	Fidelity of Instruction
Strategy #3 to Overcome the Barrier	Use of Formative Assessments

Step #1 to Implement Strategy #3

Action:
Curriculum Planning

Person or Persons Responsible:
Team Meetings

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC notes

Step #2 to Implement Strategy #3 - PD Opportunity

Action:
Curriculum Meetings

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
PLC notes

Facilitator:
LLC, Literacy Coach

Participants:
Literacy Coach

Step #3 to Implement Strategy #3

Action:
Data chats

Person or Persons Responsible:
MTSS, Team Leaders

Target Dates or Schedule:
Monthly

Evidence of Completion:
Sign In Sheets, notes

Step #4 to Implement Strategy #3 - Budget Item

Action:
Rti Coach support for fidelity of instruction

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
Daily

Evidence of Completion:
Observation of fidelity checklist

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #5 to Goal #3

Action:
Monitoring Tier 1, 2 and 3 students

Person or Persons Responsible:
Literacy coach, Team Leaders, MTSS and Administration

Target Dates or Schedule:
Every 6 weeks

Evidence of Completion
Meeting notes, Data Folders and Goal Setting

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #5 to Goal #3

Action:
Formative Assessments

Person or Persons Responsible:
MTSS, Teachers, Administration

Target Dates or Schedule:
Assessment 1, 2, and 3 data; Each session in between

Evidence of Completion:
Test data and Lesson Plans

Goal #4:	Improve effectiveness of core instruction to increase reading proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains and as measured by Sat 10 for primary grades.
Barrier #1:	Fidelity of instruction
Strategy #1 to Overcome the Barrier	Teachers would participate in common lesson planning to develop and deliver standards based instruction in literacy, including Jan Richardson's Guided Reading.

Step #1 to Implement Strategy #1

Action:
Teachers will participate in facilitated planning one day every week with the Instructional Coach.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Sign in sheets, lesson plans

Step #2 to Implement Strategy #1

Action:
Instructional coaches will provide support to identified teachers through coaching cycles.

Person or Persons Responsible:
Instructional Coach, Administration

Target Dates or Schedule:
On-going as determined by the weekly debrief with Administration

Evidence of Completion:
coaching calendars

Step #3 to Implement Strategy #1

Action:
Teachers will be given the opportunity for peer collaboration and observations as facilitated by the Instructional Coach.

Person or Persons Responsible:
Teachers, Administrators

Target Dates or Schedule:
As determined in collaboration with Administrators and Coaches

Evidence of Completion:
Reflection sheet

Step #4 to Implement Strategy #1 - Budget Item

Action:
iPad lab and technology to access online content and ELA related apps to facilitate and enrich core instruction and integrate technology.

Person or Persons Responsible:
Teachers/ Students

Target Dates or Schedule:
Bi monthly

Evidence of Completion:
Student product Teacher practice

Step #5 to Implement Strategy #1 - Budget Item

Action:
Consumable Magazines to support use of complex text (Scholastic News or Time for Kids for all students K-5)

Person or Persons Responsible:
Teachers/ Students

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student product Teacher practice

Step #6 to Implement Strategy #1 - Budget Item

Action:
Books, professional resources, and instructional materials (ie. classroom library refresh, book study materials)

Person or Persons Responsible:
Teacher/Students

Target Dates or Schedule:
As needed

Evidence of Completion:
Teacher practice Student product

Step #7 to Implement Strategy #1 - Budget Item

Action:
Program Coordination and Collaboration

Person or Persons Responsible:
RTI Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Audit Box of Title I

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

Action:
All teachers will implement the standards based lessons designed during common planning

Person or Persons Responsible:
Administration

Target Dates or Schedule:
weekly

Evidence of Completion
lesson plans, sign in sheets

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

Action:
Teachers regularly implement standards based instruction

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly walk-throughs

Evidence of Completion:
walk-through data

Goal #5:	Improve differentiation of instruction to increase student achievement in the black subgroup as measured by FCAT 2.0.
Barrier #3:	Knowledge of strategies to differentiate instruction to meet student needs
Strategy #1 to Overcome the Barrier	Identify best practices in differentiation

Step #1 to Implement Strategy #1

Action:
Curriculum meetings Collaborative planning

Person or Persons Responsible:
LLC, Literacy/Math Coach, Learning Specialist, Teachers

Target Dates or Schedule:
PLC and planning time

Evidence of Completion:
PLC sign in sheets Lesson plans

Step #2 to Implement Strategy #1

Action:
Data discussions

Person or Persons Responsible:
MTSS

Target Dates or Schedule:
Weekly

Evidence of Completion:
Conference notes

Step #3 to Implement Strategy #1

Action:
Observe other teachers differentiating in all curriculum areas

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Reflection sheet

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #5

Action:
Monitoring of black subgroup

Person or Persons Responsible:
MTSS, Coach, Administration

Target Dates or Schedule:
Every 6 weeks at data meeting

Evidence of Completion
Data folders Lesson plans

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #5

Action:
Monitoring tier data

Person or Persons Responsible:
MTSS, Coach, Administration

Target Dates or Schedule:
Every 6 weeks

Evidence of Completion:
Tier data notes Data folders

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

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 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. The 3rd grade STARS unit at Dunedin Elementary is supported by Title I, Part D. The students in this unit have a full-time teacher and teacher assistant in the room all day.

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.

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. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement. Our school has an ESOL program consisting of three ESOL teachers and three bilingual assistants.

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). The Homeless Education Assistance Team (H.E.A.T.) is funded with Title X funds and provides information and resources to our homeless families in our school.

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 (before, during, and after school hours) 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. Our free and reduced lunch rate is approximately 80%. All students are offered a free breakfast and lunch daily during the school year, as well as during summer programs.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. We coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school by providing a transition program at our school in the spring. A portion of Title I, Part A funds is used to provide classes for 3 year olds 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.

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

Goal #1: Improve effectiveness of core instruction to increase math proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.

Barrier #6: Lack of fidelity of instruction using best practices

Strategy #1: Teachers will participate in common lesson planning to develop and deliver standards based instruction.

Action Step #1: Instructional Coach will provide support to identified teachers through coaching cycles.

Facilitator leader
Mathematics Coach

Participants
Teachers

Target dates or schedule
On-going as determined by weekly debrief between Coach/Administration

Evidence of Completion and Person Responsible for Monitoring
Coaching Calendars, Coaching Log
(Person Responsible: Mathematics Coach, Administration)

Goal #2: Improve effectiveness of core instruction to increase science proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.

Barrier #7: Fidelity of instruction

Strategy #1: Teachers will participate in common planning based on the 5 E Lessons to develop and deliver standards based Science instruction..

Action Step #6: Planning weekly formative assessments and analyzing data to drive instruction (TDE)

Facilitator leader
Lab Managers

Participants
Teachers

Target dates or schedule
Weekly PLC and semester TDE

Evidence of Completion and Person Responsible for Monitoring
PLC notes

(Person Responsible: Teachers)

Goal #3: Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0

Barrier #5: Fidelity of Instruction

Strategy #1: Collaborative Planning

Action Step #1: Curriculum planning

Facilitator leader
Team Leader

Participants
Team Leader

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
PLC notes
(Person Responsible: Team Leader)

Action Step #2: Curriculum Meetings

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
PLC notes
(Person Responsible: Literacy Coach)

Strategy #2: Unpacking the Benchmarks and Common Core Standards
Action Step #1: Curriculum Planning
Facilitator leader Team Leader and Literacy Coach
Participants Team Members
Target dates or schedule Weekly and as scheduled beyond contract hours
Evidence of Completion and Person Responsible for Monitoring PLC notes (Person Responsible: Team Members)
Strategy #3: Use of Formative Assessments
Action Step #2: Curriculum Meetings
Facilitator leader LLC, Literacy Coach
Participants Literacy Coach
Target dates or schedule Monthly
Evidence of Completion and Person Responsible for Monitoring PLC notes (Person Responsible: Literacy Coach)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #1	Improve effectiveness of core instruction to increase math proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.	$42,042
Goal #2	Improve effectiveness of core instruction to increase science proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.	$26,223
Goal #3	Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0	$8,264
Goal #4	Improve effectiveness of core instruction to increase reading proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains and as measured by Sat 10 for primary grades.	$41,085
	Total	$271,000

Budget Summary by Resource Type and Funding Source

Resource Type	Technology	Evidence-Based Materials	Personnel	Professional Development	Other	Evidence-Based Program	Total
Title I	$19,786	$0	$0	$0	$0	$507	$20,293

TItle I	$0	$43,699	$201,873	$4,135	$1,000	$0	$250,707
Total	$19,786	$43,699	$201,873	$4,135	$1,000	$507	$271,000

Budget Detail

Goal #1: Improve effectiveness of core instruction to increase math proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.

Barrier #6: Lack of fidelity of instruction using best practices

Strategy #1: Teachers will participate in common lesson planning to develop and deliver standards based instruction.

Action Step #2: Use of iPad Cart and technology to access online content and math related apps to facilitate and enrich core instruction and integrate technology

Resource Type	Technology
Resource	iPad lab and charging cart available for checkout and use by classroom teachers along with other technology
Funding Source	Title I
Amount Needed	$8,593

Action Step #3: Books, professional resources, and instructional materials (ie. classroom library refresh, book study materials)

Resource Type	Evidence-Based Materials
Resource	Professional resources, and instructional materials
Funding Source	TItle I
Amount Needed	$6,543

Action Step #4: RTI Coach support for fidelity of instructions

Resource Type	Personnel
Resource	RTI Coach to support Tier 2 and 3 students and interventions with teachers
Funding Source	TItle I
Amount Needed	$5,745

Action Step #5: Instruction/Intervention by Title I Hourly Teachers

Resource Type	Personnel
Resource	Title I hourly teachers
Funding Source	TItle I
Amount Needed	$21,161

Goal #2: Improve effectiveness of core instruction to increase science proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains.

Barrier #7: Fidelity of instruction

Strategy #1: Teachers will participate in common planning based on the 5 E Lessons to develop and deliver standards based Science instruction..

Action Step #2: iPad lab and technology to access on line content and science related apps to facilitate and enrich core instruction and integrate technology

Resource Type	Personnel
Resource	iPad lab and charging cart available for checkout and use by classroom teachers along with other technology
Funding Source	Title I
Amount Needed	$8,593

Action Step #4: Rti Coach support for fidelity of instruction

Resource Type	Personnel
Resource	RTI Coach to support students and teachers
Funding Source	Title I
Amount Needed	$5,744

Action Step #5: Collaborative Planning (stipend)

Resource Type	Personnel
Resource	$20 stipend for collaborative planning outside of school day.
Funding Source	TItle I
Amount Needed	$4,288

Action Step #6: Planning weekly formative assessments and analyzing data to drive instruction (TDE)

Resource Type	Personnel
Resource	Substitutes for professional development during school day.
Funding Source	Title I
Amount Needed	$2,054

Action Step #7: Provide instructional materials to facilitate best practices

Resource Type	Evidence-Based Materials
Resource	Instructional supplies to support science curriculum and best practices
Funding Source	TItle I
Amount Needed	$5,544

Goal #3: Improve effectiveness of core instruction to increase the number of students writing at level 3.5 and above on FCAT Writes 2.0

Barrier #5: Fidelity of Instruction

Strategy #1: Collaborative Planning

Action Step #4: Books, professional resources, and instructional materials (ie. classroom library refresh, book study materials)

Resource Type	Evidence-Based Materials
Resource	Instructional supplies to support curriculum and best practices.
Funding Source	TItle I
Amount Needed	$2,519

Strategy #3: Use of Formative Assessments

Action Step #4: Rti Coach support for fidelity of instruction

Resource Type	Personnel
Resource	RTI coach to support tier 2 and 3 students and interventions/teachers
Funding Source	Title I
Amount Needed	$5,745

Goal #4: Improve effectiveness of core instruction to increase reading proficiency as measured by FCAT 2.0 for Level 3, Level 4, students making learning gains and the lowest 25% students making learning gains and as measured by Sat 10 for primary grades.

Barrier #1: Fidelity of instruction

Strategy #1: Teachers would participate in common lesson planning to develop and deliver standards based instruction in literacy, including Jan Richardson's Guided Reading.

Action Step #4: iPad lab and technology to access online content and ELA related apps to facilitate and enrich core instruction and integrate technology.

Resource Type	Technology
Resource	iPad lab and charging cart available for checkout and use by classroom teachers along with other technology
Funding Source	TItle I
Amount Needed	$11,193

Action Step #5: Consumable Magazines to support use of complex text (Scholastic News or Time for Kids for all students K-5)

Resource Type	Evidence-Based Materials
Resource	Consumable magazines to support use of complex text
Funding Source	Title I
Amount Needed	$7,000

Action Step #6: Books, professional resources, and instructional materials (ie. classroom library refresh, book study materials)

Resource Type	Evidence-Based Materials
Resource	Consumable magazines to support use of complex text
Funding Source	TItle I
Amount Needed	$21,893

Action Step #7: Program Coordination and Collaboration

Resource Type	Personnel
Resource	Title I Audit Box program coordinator
Funding Source	Title I
Amount Needed	$999

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