FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 1481 - Garrison Jones Elementary School

District: 52 - Pinellas

Principal: Karen Buckles

SAC Chair: John Lawler

Superintendent: Dr. Michael A Grego

School Board Approval Date: [pending]

Last Modified on: 10/29/2013

Address:	**Physical**	**Mailing**
	3133 GARRISON RD Dunedin, FL 34698	3133 GARRISON RD Dunedin, FL 34698
Phone Number:	727-469-5716	
Web Address:	http://www.garrison-es.pinellas.k12.fl.us	
Email Address:	1481.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	48%			
Minority:	30%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	B	A	A	A

Current School Status

School Information

School-Level Information

School Garrison Jones Elementary Schl

Principal's name Karen Buckles

School Advisory Council chair's name John Lawler

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

Name	Title
Vanessa Lofstedt	Guidance Counselor
Karen Buckles	Principal
Daphne Miles	Assistant Principal
Tom Fisher	Social Worker
Cindy Feder	School Psychologists
Samantha Dunn	ASD Teacher
Bob Cormier	Behavior Specialists
Tricia Hash	Primary Teacher
Valerie Colmer	Intermediate Teacher

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).

Describe the membership of the SAC including position titles
Joh Lawler Parent
Karen Buckles Principal
Lorena Kogan Teacher Representative
Damen Kuhn Parent/Business Partner
Mark Pilgrim Parent
Cynthia Gay Parent
Jessica Benitez-Bays Parent
Brain Schuh Parent
Nancy Gutierrez Parent
Jo Ann Riani Teacher Representatives
Amy Ward PTA President/SAC member/Parent
Loretta Spicer School Secretary

Describe the involvement of the SAC in the development of this school improvement plan
The SAC works collaboratively with staff to develop and support the SIP. SAC also provides oversight through the school year to ensure implementation of the SIP throughout the school year.

Describe the activities of the SAC for the upcoming school year

The SAC committee meets monthly the first Monday of each month, except for holidays. Survey to teachers and staff for their input, and to review the SIP on regular basis. The SAC will also observe and review school wide data, assessments, and results throughout the entire school year. Support the PTA and their initiatives and to tie them into the needs of the teachers.

Describe the projected use of school improvement funds and include the amount allocated to each project

Our projected amount is 3, 362.00. The budget will be spent on supporting on the staff needs of book studies based on CCSS for mathematics and reading, as well as resources that will allow full implementation of the CCSS across all grade levels and content levels.

Professional Development: $ 2,000.00
Incentives for Parents and Students: $ 462.00
Teacher Projects that align to the SIP: $ 900.00

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

Not 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).

Administrators

 # Administrators 2

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

Administrator Information:

Karen Buckles

Principal	Years as Administrator: 16	Years at Current School: 7

Credentials	Master of Science in Educational Leadership; Bachelor of Science in Exceptional Education K-12

Performance Record

Daphne Miles

Asst Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	Master of Science in Educational Leadership; Bachelor of Science in Social Science Education 5-9

Performance Record

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:

Mary Osborne		
Part-time / District-based	Years as Coach: 1	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	B.S. Degree in Education , Wheelock College, Boston, MA. Masters Degree in Elementary Education with a focus on Reading and Language Arts; University of South Florida	
Performance Record		

Classroom Teachers
# of classroom teachers 57
 # receiving effective rating or higher 57, 100%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 52, 91%
 # ESOL endorsed 28, 49%
 # reading endorsed 5, 9%
 # with advanced degrees 11, 19%
 # National Board Certified 2, 4%
 # first-year teachers 0, 0%
 # with 1-5 years of experience 13, 23%
 # with 6-14 years of experience 16, 28%
 # with 15 or more years of experience 28, 49%
Education Paraprofessionals
# 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 0
 # receiving effective rating or higher (not entered because basis is < 10)
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).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.   Garrison-Jones Elementary is a work place where their is a plethora of interested highly qualified educators waiting to get the opportunity to be a member of our staff. We recruit highly qualified educators by looking at applicants who have a strong understanding of data-driven instructional practices, MTSS processes, and who are familiar and comfortable with the use of the Common Core State Standards.

We retain highly qualified educators by offering a collaborative working environment where the focus is placed on instructional strategies that allow our students to foster a love of learning, while we develop the whole child. Our teachers are exposed to the current trends in education through weekly grade level Professional Learning Communities, monthly faculty meetings, and monthly vertical articulation meetings across grade levels, as well as training opportunities that are focused on the implementation of integrating the Common Core across all grade levels and content areas. Garrison-Jones Elementary is a place where our staff is proud to say they are part of our Pioneers for the future. Our administrators, Karen Buckles- Principal and Daphne Miles- Assistant Principal, oversee the hiring process at Garrison-Jones.

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
• Beginning of the year orientation for teachers new to the school.
• Monthly conferences by mentors with new teachers to assist new teachers in analyzing data in order to improve instruction.
• Assist new teachers with planning to provide insight and feedback to improve teacher's performance and effectiveness. Model effective instructional techniques, monitor progress and activities, document observations, maintain logs and records.
• Support new teachers' professional growth by assisting the teachers in meeting teacher professional expectations as defined by the Teacher Performance Appraisal.
• Teachers invited to monthly team-building activities.

Multi-Tiered System of Supports (MTSS) / Response to 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).

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 will be responsible for managing and coordinating these efforts between all teams as well as reviewing and revising the School Improvement Plan.
• Detailed minutes are distributed to all staff members and the RtI Facilitator in a binder in the school counseling office maintains a hard copy.
The SBLT engages in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or are at moderate/high risk for not meeting benchmarks

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Facilitator: School counselor
1.generates agenda and leads team discussions
Data Manager(s)/Data Coach(es): Administrators/School psychologist
1.assist team in accessing and interpreting (aggregating/disaggregating) the data
Technology Specialist: Media Specialist
1.brokers technology necessary to manage and display data
Recorder/Note Taker: School social worker
1.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.
Time Keeper: Behavior specialist

1.helps team begin on time and ensures adherence to agenda
Meeting time: The SBLT meets weekly every Wednesday from 7:35 am to approximately 9:00 am

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

• Detailed minutes are distributed to all staff members and the RtI Facilitator in a binder in the school counseling office maintains a hard copy.

• The SBLT engages in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or are at moderate/high risk for not meeting benchmarks

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)

Graphed data will be shared at data review meetings after each testing cycle; Classroom Behavior Tracking System

Midyear: Florida Assessment for Instruction in Reading (FAIR), Pinellas County Common Assessments Math, Science and Writing, Office Discipline Referrals

End of Year: FAIR, Pinellas County Common Assessments in Math, Science and Writing, Office Discipline Referrals

Frequency of Data Analysis:

• Tier I data three times a year corresponding with the Common Assessment cycles

• Tier II data every eight weeks; Tier III data every 4-8 weeks as specified on PSW or FBA/PBSP Portal, EDS, AIMSweb

Behavior Database will be utilized to manage student data school wide.

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

SBLT Team members will disaggregate school data, complete a needs analysis and problem solve to develop academic and behavior goals to address school wide needs.

• The Problem Solving Team is a part of the SBLT and will meet regularly to review progress monitoring data and identify students who need more intensive Tier 2 or Tier 3 interventions.

• Members of the SBLT will participate in county training as required.

• RTI information will be shared during weekly SBLT meetings.

• Professional Development will occur as needed throughout the year through grade level PLC's, and faculty meetings.

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: Extended Day for All Students

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
The following programs are offered to increase and improve student learning:
• Before and After School tutoring
• Extended Learning Program
• Enrichment Programs (Nature, Math, Science, Drama, Yearbook)
• ESOL Parent Informational Meetings
• Reading Under the Stars—Whole school event where teachers model how to read with children for parents.

How is data collected and analyzed to determine the effectiveness of this strategy?
Student Surveys
FCAT scores
FAIR scores
End of Course Socres

Who is responsible for monitoring implementation of this strategy?
Daphne Miles-- Assistant Principal coordinates with staff members and community volunteers.

Literacy Leadership Team (LLT)

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

Name	Title
Karen Buckles	Principal
Susan Gould	3rd Grade Teacher
Ronda Carney	5th Grade Teacher
Sandy Caterson	Pre-Kindergarten Teacher
Tricia Hash	2nd Grade Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT will meet on a bi-weekly basis to plan for and facilitate the alignment and implementation of the CCSS trainings for all instructional staff. The LLC will provide training and mentoring with the implementation of the CCSS monthly in grade level PLC's (Professional Learning Communities); as well as coordinate with team leaders, and the administrative team in order to ensure that all needs are being met by all stakeholders where the implementation of the CCSS is concerned.

What will be the major initiatives of the LLT this year?
The major role of the LLC this year will be the complete implementation of lesson plans and the development of rubric/scales for lessons across all grade levels. Along with coordinating and working in conjunction with team leaders, learning specialists, and the administrative leadership team.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student

performance to 75% from 66%. Garrison-Jones will ensure that every teacher has professional development and learning opportunities to help incorporate the Common Core State Standards in all aspects of English Language Arts. The training's will be provided and lead be the Leading the Learning Cadre team, as well as outside staff and professional development coaches and instructors.

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.

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).

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).

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	73%		No	76%
American Indian				
Asian	93%		No	94%
Black/African American	39%		No	45%
Hispanic	75%		No	78%
White	76%		No	78%
English language learners	50%		No	55%
Students with disabilities	49%		No	54%
Economically disadvantaged	58%		No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	323	30%	40%
Students scoring at or above Achievement Level 4	111	34%	40%

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)			
Students in lowest 25% making learning gains (FCAT 2.0)			

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)		35%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		28%	70%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		28%	70%

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	58	57%	70%
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	58%		No	63%
American Indian				
Asian	73%		No	75%
Black/African American	24%		No	32%
Hispanic	58%		No	62%
White	61%		No	65%
English language learners	33%		No	40%
Students with disabilities	40%		No	46%
Economically disadvantaged	47%		No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	30%	70%
Students scoring at or above Achievement Level 4	49	15%	70%

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			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

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	111	31%	
Students scoring at or above Achievement Level 4	18	16%	

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)			
Participation in STEM-related experiences provided for students			

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	114	15%	
Students retained, pursuant to s. 1008.25, F.S.	9	1%	
Students who are not proficient in reading by third grade	0	0%	
Students who receive two or more behavior referrals	54	7%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	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

The parent involvement efforts are challenge for our school in area of instructional support. This year our focus will be to increase our instructional support volunteer hours. Our strategy to help us reach this goal is to use the school wide weekly School Messenger not only in English, but also in Spanish for our Spanish speaking families providing information as to our schools needs, and areas where parents can support instructional practices. In conjunction with these weekly School Messenger messages we will also share information through the schools monthly newsletter, Facebook, Garrison-Jones School website, and PTA newsletter. These will also be offered in Spanish for our Spanish-speaking parents. Our ESOL teacher will work with other teachers and staff members to organize and offer before and after school parent workshops throughout the school year that will focus on various topics to inspire our ESOL parents to get involved with volunteering in the area of instructional support.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary	
	Goal #1: Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. This goal is aligned to the Pinellas Co
	Goal #2: Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. Both of the goals address the
	Goal #3: Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. . This g

Goals Detail	
Goal #1:	**Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. This goal is aligned to the Pinellas Co**
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 • Math - Middle School Acceleration • Math - High School • Math - High School AMO's • • Math - High School Postsecondary Readiness • Algebra 1 EOC • Geometry EOC
Resources Available to Support the Goal	• Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Common Core State Standards Appendices, Plan Book.com, Block scheduling, CCSS standards website, CPALMS, technology, Professional Development
Targeted Barriers to Achieving the Goal	• Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS

Plan to Monitor Progress Toward the Goal

Action:
Reflections and data chats involving students

Person or Persons Responsible:
Administrators, Team Leaders, Leading the Learning Cadre team members, Teachers

Target Dates or Schedule:
Weekly/Bi-Weekly/Monthly

Evidence of Completion:
• Administrators • Team Leaders • Leading the Learning Cadre • Teacher Reflection • Monthly Faculty Meetings • Weekly Professional Learning Community Meetings

Goal #2:	Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. Both of the goals address the
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness • Writing
Resources Available to Support the Goal	• Goal 2—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. • Common Core State Standards Appendices, Plan Book.com, Block scheduling, CCSS standards website, CPALMS, technology, Professional Development
Targeted Barriers to Achieving the Goal	• Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS

Plan to Monitor Progress Toward the Goal

Action:
Reflections Walk Throughs Administrative Feedback

Person or Persons Responsible:
Administration, Reading Coach, Leading the Learning Cadre, Teachers

Target Dates or Schedule:
Daily/Weekly/Bi-Weekly/Monthly

Evidence of Completion:
• Administrators • Team Leaders • Leading the Learning Cadre • Teacher Reflection • Monthly Faculty Meetings • Weekly Professional Learning Community Meetings

Goal #3:	**Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. . This g**
Targets Supported	• EWS • EWS - Elementary School
Resources Available to Support the Goal	• Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. • Common Core State Standards Appendices, Plan Book.com, Block scheduling, CCSS standards website, CPALMS, technology, Professional Development, guidance counselor training on peer mentoring for all instructional staff, teacher to student training for peer mentors and mentees
Targeted Barriers to Achieving the Goal	• Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. • Not enough plan time for teachers • Lack of resources to help teacher differentiate their instruction and meet the needs of all learners • Lack of resources for peer mentoring

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Plan to Monitor Progress Toward the Goal

Action:
Monitor Student Progress Work with Classroom Teachers to ensure all students needs are being met
Tracking Progress Monitoring

Person or Persons Responsible:
Administration,SBLT team

Target Dates or Schedule:
Weekly Meetings

Evidence of Completion:
Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. Action Plan (1): • We will focus on student data throughout the school year to help build data driven lesson plans to help our black students make learning gains in mathematics and reading. • Step (1): Data will be shared during pre-school along with instructional strategies and interventions that worked for returning black students to ensure an easy transition into the new school year. Teachers will continue to monitor student achievement data monthly by looking at progress monitoring data, Pinellas County Common Assessments, FCAT 2.0 data, FAIR, and SAT 10 data results. They will create goals for these students based on data outcomes. • Step (2): Vertical articulation and sharing of progress monitoring will be shared quarterly with all instructional staff to ensure highest student achievement for our black student population. • Step (3): The School Based Leadership Team (SBLT) will monitor all struggling black students progress and work in conjunction with all instructional staff members to provide extra support. • Step (4): Students will be taught how to collect and monitor their own growth using weekly data charts. They will also be expected to make learning goals for themselves based on their own data. Action Plan (2): • Black students will use peer-mentoring groups to help them reach their academic and behavioral goals along with enrichment clubs to help them set goals for the future. • Step (1): The instructional staff will be trained on how to set-up, manage, and monitor peer-mentoring groups. • Step (2): Teachers will teach students how to set-up and manage peer mentoring groups for academics and behavior. • Step (3): Peer mentees will also be able to join Role Model 5000 (for boys) and Girlfriends (girls) as Tier II, Tier III enrichment clubs. These clubs will allow these students to set academic and behavioral goals. Step (4): Students will reflect on the peer-mentoring program, Role Model 5000, and Girlfriends Enrichment clubs. They will also make reflections on how they feel these programs allowed them to reach their targeted goal of making learning gains in mathematics and reading.

Action Plan for Improvement

Goal #1:	Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. This goal is aligned to the Pinellas Co
Barrier #1:	Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS
Strategy #1 to Overcome the Barrier	Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Professional Development focused on mathematics instruction in monthly Professional Learning Development meetings • Leading the Learning Cadre (LLC) to build awareness and confidence in the CCSS, and implementation into daily lessons. • Focus on data driven instructional practices • Bi monthly Progress monitoring of all students • Monthly data conversations during grade level teams PLC's.

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

Action:
Professional Development Professional Book Studies Implementation of CCSS across all grade levels

Person or Persons Responsible:
Administration,Leading the Learning Cadre Members, Teachers

Target Dates or Schedule:
Weekly Professional Development grade level meetings, monthly vertical articulation meetings, monthly faculty meetings

Evidence of Completion:
Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. Action Plan (1): • We will integrate the mathematic process goal of increased depth of understanding of number sense. Action Plan (2): • We will integrate the mathematic process goal of increased depth of understanding of number sense. • Step (1): Provide Professional Development based on number sense and fractions in coordination with CCSS. • Step (2): The eight mathematical practices will guide all mathematical instructional processes. • Step (3): An increase use of Word Problems will be used during mathematics instruction. Students will be able to justify their thinking and problem solving. • Step (4): Formative assessment will be used to help build and drive instructional practices.

Facilitator:
TBA

Participants:
Administration,Leading the Learning Cadre Members, Teachers

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

Action:
Walk Throughs grade level weekly Professional Development Meetings Monthly Faculty Meetings

Person or Persons Responsible:
Administration, Leading the Learning Cadre Members, Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion
The strategies will be monitored for effectiveness and fidelity of implementation by administrative walk throughs, grade level weekly Professional Development meeting notes, and LLC (Leading the Learning Cadre) members who help to build the Professional Development of the CCSS.

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

Action:
Walk Throughs

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Daily/Weekly

Evidence of Completion:
The strategies will be monitored for effectiveness and fidelity of implementation by administrative walk throughs, grade level weekly Professional Development meeting notes, and LLC (Leading the Learning Cadre) members who help to build the Professional Development of the CCSS.

Goal #2:	Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. Both of the goals address the
Barrier #1:	Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS
Strategy #1 to Overcome the Barrier	Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. • Common Core State Standards Appendices, Plan Book.com, Block scheduling, • Teacher Plan time • Vertical Articulation • Professional Development with CCSS as the focus for reading and Writing by the LLC (Leading the Learning Cadre) team members. • Bi-monthly progress monitoring of all students • Focus on data driven instructional practices • Monthly data conversations during grade level team PLC's.

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

Action:
Professional Development Professional Book Studies Co-Teaching Models of Implementation of CCSS School Wide Trainings

Person or Persons Responsible:
Administration, Reading Coach, Leading the Learning Cadre, Teachers

Target Dates or Schedule:
Weekly grade level Professional Learning Community Meetings, Monthly Vertical Articulation Meetings, Monthly Faculty Meetings.

Evidence of Completion:
Goal 2—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. Action Plan (1): CCSS.S9. • We will require our students to draw upon and write about evidence from informational texts across all content areas. Action Plan (2): CCSS.9 • We will use variety of text resources across all of our curriculum areas. • Step (1): Collaboration will be used in grade level teams and the use of vertical articulation during monthly Professional Learning Communities. • Step (2): The use of Close Reading of Complex Texts will be implemented across all curriculum areas. • Step (3): Students will be able to produce multiple types of products to show evidence of learning. • Step (4): The use of Rubrics/Scales will be developed and used consistently across content and grade levels

Facilitator:
TBA

Participants:
Administration, Reading Coach, Leading the Learning Cadre, Teachers

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

Action:
Professional Development Opportunities Administrative Walk Throughs

Person or Persons Responsible:
Administration, Reading Coach, Leading the Learning Cadre, Teachers

Target Dates or Schedule:
Weekly/Bi-Weekly/Monthly

Evidence of Completion
Goal 2—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. Action Plan (1): CCSS.S9. • We will require our students to draw upon and write about evidence from informational texts across all content areas. Action Plan (2): CCSS.9 • We will use variety of text resources across all of our curriculum areas. • Step (1): Collaboration will be used in grade level teams and the use of vertical articulation during monthly Professional Learning Communities. • Step (2): The use of Close Reading of Complex Texts will be implemented across all curriculum areas. • Step (3): Students will be able to produce multiple types of products to show evidence of learning. • Step (4): The use of Rubrics/Scales will be developed and used consistently across content and grade levels

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

Action:
Walk Throughs Co-Teach Model Lessons of Implementation of CCSS

Person or Persons Responsible:
Administration, Reading Coach, Leading the Learning Cadre, Teachers

Target Dates or Schedule:
Weekly/Bi-Weekly/Monthly

Evidence of Completion:
The strategies will be monitored for effectiveness and fidelity of implementation by administrative walk throughs, grade level weekly Professional Development meeting notes, and LLC (Leading the Learning Cadre) members who help to build the Professional Development of the CCSS.

Goal #3:	Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. . This g
Barrier #1:	Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. • Not enough plan time for teachers • Lack of resources to help teacher differentiate their instruction and meet the needs of all learners • Lack of resources for peer mentoring
Strategy #1 to Overcome the Barrier	Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. • Common Core State Standards Appendices, Plan Book.com, Block scheduling, • Teacher Plan time • Vertical Articulation • Professional Development with CCSS as the focus for reading and Writing by the LLC (Leading the Learning Cadre) team members. • Bi-monthly progress monitoring of all students • Focus on data driven instructional practices • Monthly data conversations during grade level team PLC's.

Step #1 to Implement Strategy #1 - Budget Item

Action:
Girlfriends Club Role Models 5000 Positive Behavior Support (PBS)

Person or Persons Responsible:
Administration, Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. Action Plan (1): • We will focus on student data throughout the school year to help build data driven lesson plans to help our black students make learning gains in mathematics and reading. • Step (1): Data will be shared during pre-school along with instructional strategies and interventions that worked for returning black students to ensure an easy transition into the new school year. Teachers will continue to monitor student achievement data monthly by looking at progress monitoring data, Pinellas County Common Assessments, FCAT 2.0 data, FAIR, and SAT 10 data results. They will create goals for these students based on data outcomes. • Step (2): Vertical articulation and sharing of progress monitoring will be shared quarterly with all instructional staff to ensure highest student achievement for our black student population. • Step (3): The School Based Leadership Team (SBLT) will monitor all struggling black students progress and work in conjunction with all instructional staff members to provide extra support. • Step (4): Students will be taught how to collect and monitor their own growth using weekly data charts. They will also be expected to make learning goals for themselves based on their own data. Action Plan (2): • Black students will use peer-mentoring groups to help them reach their academic and behavioral goals along with enrichment clubs to help them set goals for the future. • Step (1): The instructional staff will be trained on how to set-up, manage, and monitor peer-mentoring groups. • Step (2): Teachers will teach students how to set-up and manage peer mentoring groups for academics and behavior. • Step (3): Peer mentees will also be able to join Role Model 5000 (for boys) and Girlfriends (girls) as Tier II, Tier III enrichment clubs. These clubs will allow these students to set academic and behavioral goals. Step (4): Students will reflect on the peer-mentoring program, Role Model 5000, and Girlfriends Enrichment clubs. They will also make reflections on how they feel these programs allowed them to reach their targeted goal of making learning gains in mathematics and reading.

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

Action:
Tracking students data through SBLT meetings, and grade level Data Chats monthly meetings

Person or Persons Responsible:
Administration, SBLT Team, teachers

Target Dates or Schedule:
Weekly on Wednesday Mornings, bi-monthly data chat meetings

Evidence of Completion
Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. Action Plan (1): • We will focus on student data throughout the school year to help build data driven lesson plans to help our black students make learning gains in mathematics and reading. • Step (1): Data will be shared during pre-school along with instructional strategies and interventions that worked for returning black students to ensure an easy transition into the new school year. Teachers will continue to monitor student achievement data monthly by looking at progress monitoring data, Pinellas County Common Assessments, FCAT 2.0 data, FAIR, and SAT 10 data results. They will create goals for these students based on data outcomes. • Step (2): Vertical articulation and sharing of progress monitoring will be shared quarterly with all instructional staff to ensure highest student achievement for our black student population. • Step (3): The School Based Leadership Team (SBLT) will monitor all struggling black students progress and work in conjunction with all instructional staff members to provide extra support. • Step (4): Students will be taught how to collect and monitor their own growth using weekly data charts. They will also be expected to make learning goals for themselves based on their own data. Action Plan (2): • Black students will use peer-mentoring groups to help them reach their academic and behavioral goals along with enrichment clubs to help them set goals for the future. • Step (1): The instructional staff will be trained on how to set-up, manage, and monitor peer-mentoring groups. • Step (2): Teachers will teach students how to set-up and manage peer mentoring groups for academics and behavior. • Step (3): Peer mentees will also be able to join Role Model 5000 (for boys) and Girlfriends (girls) as Tier II, Tier III enrichment clubs. These clubs will allow these students to set academic and behavioral goals. Step (4): Students will reflect on the peer-mentoring program, Role Model 5000, and Girlfriends Enrichment clubs. They will also make reflections on how they feel these programs allowed them to reach their targeted goal of making learning gains in mathematics and reading.

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

Action:
Discuss students of concern Monitor student progress

Person or Persons Responsible:
Administration, SBLT

Target Dates or Schedule:
Weekly Meetings

Evidence of Completion:
Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. Action Plan (1): • We will focus on student data throughout the school year to help build data driven lesson plans to help our black students make learning gains in mathematics and reading. • Step (1): Data will be shared during pre-school along with instructional strategies and interventions that worked for returning black students to ensure an easy transition into the new school year. Teachers will continue to monitor student achievement data monthly by looking at progress monitoring data, Pinellas County Common Assessments, FCAT 2.0 data, FAIR, and SAT 10 data results. They will create goals for these students based on data outcomes. • Step (2): Vertical articulation and sharing of progress monitoring will be shared quarterly with all instructional staff to ensure highest student achievement for our black student population. • Step (3): The School Based Leadership Team (SBLT) will monitor all struggling black students progress and work in conjunction with all instructional staff members to provide extra support. • Step (4): Students will be taught how to collect and monitor their own growth using weekly data charts. They will also be expected to make learning goals for themselves based on their own data. Action Plan (2): • Black students will use peer-mentoring groups to help them reach their academic and behavioral goals along with enrichment clubs to help them set goals for the future. • Step (1): The instructional staff will be trained on how to set-up, manage, and monitor peer-mentoring groups. • Step (2): Teachers will teach students how to set-up and manage peer mentoring groups for academics and behavior. • Step (3): Peer mentees will also be able to join Role Model 5000 (for boys) and Girlfriends (girls) as Tier II, Tier III enrichment clubs. These clubs will allow these students to set academic and behavioral goals. Step (4): Students will reflect on the peer-mentoring program, Role Model 5000, and Girlfriends Enrichment clubs. They will also make reflections on how they feel these programs allowed them to reach their targeted goal of making learning gains in mathematics and reading.

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).

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

• Volunteers to help with student achievement

• Community members as Peer Mentors

• SAC

• PTA

The volunteers and community members mentor and tutor our students to help students to make learning gains. The SAC and PTA committees support the school by providing academic programs, technology, and resources to support academic learning gains.

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: Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. This goal is aligned to the Pinellas Co

Barrier #1: Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS

Strategy #1: Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Professional Development focused on mathematics instruction in monthly Professional Learning Development meetings • Leading the Learning Cadre (LLC) to build awareness and confidence in the CCSS, and implementation into daily lessons. • Focus on data driven instructional practices • Bi monthly Progress monitoring of all students • Monthly data conversations during grade level teams PLC's.

Action Step #1: Professional Development Professional Book Studies Implementation of CCSS across all grade levels

Facilitator leader
TBA

Participants
Administration,Leading the Learning Cadre Members, Teachers

Target dates or schedule
Weekly Professional Development grade level meetings, monthly vertical articulation meetings, monthly faculty meetings

Evidence of Completion and Person Responsible for Monitoring
Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%.
Action Plan (1):
• We will integrate the mathematic process goal of increased depth of understanding of number sense.
Action Plan (2):
• We will integrate the mathematic process goal of increased depth of understanding of number sense.
• Step (1): Provide Professional Development based on number sense and fractions in coordination with CCSS.
• Step (2): The eight mathematical practices will guide all mathematical instructional processes.
• Step (3): An increase use of Word Problems will be used during mathematics instruction. Students will be able to justify their thinking and problem solving.
• Step (4): Formative assessment will be used to help build and drive instructional practices.

(Person Responsible: Administration,Leading the Learning Cadre Members, Teachers)

Goal #2: Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. Both of the goals address the

Barrier #1: Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS

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Action Step #1: Professional Development Professional Book Studies Co-Teaching Models of Implementation of CCSS School Wide Trainings

Facilitator leader
TBA

Participants
Administration, Reading Coach, Leading the Learning Cadre, Teachers

Target dates or schedule
Weekly grade level Professional Learning Community Meetings, Monthly Vertical Articulation Meetings, Monthly Faculty Meetings.

Evidence of Completion and Person Responsible for Monitoring
Goal 2—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%.
Action Plan (1): CCSS.S9.
• We will require our students to draw upon and write about evidence from informational texts across all content areas.
Action Plan (2): CCSS.9
• We will use variety of text resources across all of our curriculum areas.
• Step (1): Collaboration will be used in grade level teams and the use of vertical articulation during monthly Professional Learning Communities.
• Step (2): The use of Close Reading of Complex Texts will be implemented across all curriculum areas.
• Step (3): Students will be able to produce multiple types of products to show evidence of learning.
• Step (4): The use of Rubrics/Scales will be developed and used consistently across content and grade levels

(Person Responsible: Administration, Reading Coach, Leading the Learning Cadre, Teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
SIP Funds	$0	$0	$0	$0
Total	$0	$0	$0	$0

Budget Detail

Goal #1: Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. This goal is aligned to the Pinellas Co

Barrier #1: Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS

Strategy #1: Goal 1 – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 47%. • Professional Development focused on mathematics instruction in monthly Professional Learning Development meetings • Leading the Learning Cadre (LLC) to build awareness and confidence in the CCSS, and implementation into daily lessons. • Focus on data driven instructional practices • Bi monthly Progress monitoring of all students • Monthly data conversations during grade level teams PLC's.

Action Step #1: Professional Development Professional Book Studies Implementation of CCSS across all grade levels

Resource Type	Professional Development
Resource	Professional Development
Funding Source	SIP Funds
Amount Needed	$0

Goal #2: Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. Both of the goals address the

Barrier #1: Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. • Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales • Lack of Complex Text, Close Reading materials, and other resources. • Lack of technology • Lack of Professional development to incorporate CCSS

Strategy #1: Goal 2— Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 66%. • Common Core State Standards Appendices, Plan Book.com, Block scheduling, • Teacher Plan time • Vertical Articulation • Professional Development with CCSS as the focus for reading and Writing by the LLC (Leading the Learning Cadre) team members. • Bi-monthly progress monitoring of all students • Focus on data driven instructional practices • Monthly data conversations during grade level team PLC's.

Action Step #1: Professional Development Professional Book Studies Co-Teaching Models of Implementation of CCSS School Wide Trainings

Resource Type	Evidence-Based Materials
Resource	Teacher Projects that Align to the SIP
Funding Source	SIP Funds
Amount Needed	$0

Goal #3: Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. . This g

Barrier #1: Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. • Not enough plan time for teachers • Lack of resources to help teacher differentiate their instruction and meet the needs of all learners • Lack of resources for peer mentoring

Strategy #1: Goal 3 – All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and peer mentoring. By obtaining this goal we will able to increase student performance by 70% from 8.3%. • Common Core State Standards Appendices, Plan Book.com, Block scheduling, • Teacher Plan time • Vertical Articulation • Professional Development with CCSS as the focus for reading and Writing by the LLC (Leading the Learning Cadre) team members. • Bi-monthly progress monitoring of all students • Focus on data driven instructional practices • Monthly data conversations during grade level team PLC's.

Action Step #1: Girlfriends Club Role Models 5000 Positive Behavior Support (PBS)

Resource Type	Evidence-Based Program
Resource	Incentives for Parents and Students
Funding Source	SIP Funds
Amount Needed	$0