FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 2141 - Lealman Avenue Elementary School
District: 52 - Pinellas
Principal: Bonita Paquette S
SAC Chair: Jennifer Miller
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 11/04/2013

Address:	**Physical**	**Mailing**
	4001 58TH AVE N St Petersburg, FL 33714	4001 58TH AVE N St Petersburg, FL 33714
Phone Number:	727-570-3020	
Web Address:	http://www.lealman-es.pinellas.k12.fl.us	
Email Address:	2141.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	89%			
Minority:	51%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
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Current School Status

School Information

School-Level Information

School Lealman Avenue Elementary School

Principal's name Bonita Paquette S

School Advisory Council chair's name Jennifer Miller

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

Name	Title
Bonita Paquette	Principal
Annette Mavres	Assistant Principal
Carmen Bender	Leveled Literacy Intervention Teacher
Stephanie Davidson	Guidance Counselor
Mary Louise DeNicola	Literacy Coach

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. SAC position titles include SAC Chair, SAC Co-Chair, Secretary

Describe the involvement of the SAC in the development of this school improvement plan
At the beginning of the school year, SAC reviews proposed SIP and offers suggestions for improvement.

Describe the activities of the SAC for the upcoming school year
Review of School Improvement Plan
Review of Monthly Discipline and Attendance data
Review of Site Safety Reports

Describe the projected use of school improvement funds and include the amount allocated to each project
Mad Science can make dry science concepts come to life in a fun way with inquiry-based workshops that correlate directly to Florida's Next Generation Sunshine state grade level standards. Each workshop comes with:

•

Take Homes for every student and take home cards which serve to integrate the whole family with

"what I learned" concepts and "something to do at home" that re-enforces.   •   Teacher Resource Package to help educators maximize the learning experience before and after each Mad Science workshop.   Professional lesson plans present science concepts through hands-on activities and real life examples, with language that children understand. We present science in bold innovative ways that draw students into the exciting world of possibility and discovery. Our proven method engages students in active experiential learning that heightens understanding, retention and application. By adhering to the scientific method in our workshops we develop critical and investigative thinking skills in students. $900.00   A workshop with presenter Ms. Math. Ms. Math will present a workshop for teachers on best practices in math and will also present a workshop for parents during a family night event. $1500.00

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   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:

Bonita Paquette S

Principal	Years as Administrator: 9	Years at Current School: 6
Credentials	Masters in Educational Leadership	
Performance Record	2011-12 Grade C, Rdg Mastery 46%, Math Mastery 39%, Writing 60%, Science 36%. Lowest 25% gains-Rdg. 81%, Math 63%. Annual Learning Gains-Rdg. 74%, Math 67%,. 2012-13 Grade D, Rdg Mastery 39%, Math Mastery 23%, Writing 45%, Science Mastery 33%, L25 in Reading 28%, L25 in Math 38%, Annual Learning Gains Reading 62%, Annual Learning Gains Math 28%	

Annette Mavres

Asst Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	Masters in Educational Leadership	
Performance Record	2011-12 Grade C, Rdg Mastery 46%, Math Mastery 39%, Writing 60%, Science 36%. Lowest 25% gains-Rdg. 81%, Math 63%. Annual Learning Gains-Rdg. 74%, Math 67%,.2012-13 Grade D, Rdg Mastery 39%, Math Mastery 23%, Writing 45%, Science Mastery 33%, L25 in Reading 28%, L25 in Math 38%, Annual Learning Gains Reading 62%, Annual Learning Gains Math 28%	

Instructional Coaches	
# Instructional Coaches 1	
# Receiving Effective rating or higher (not entered because basis is < 10)	

Instructional Coach Information:

Mary Louise DeNicola		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Masters in Instructional Leadership. Certification in Pre-K-Primary (age 3-Grade 3)	
Performance Record		

Classroom Teachers

# of classroom teachers 40

 # receiving effective rating or higher 40, 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. 40, 100%

 # ESOL endorsed 25, 63%

 # reading endorsed 3, 8%

 # with advanced degrees 16, 40%

 # National Board Certified 2, 5%

 # first-year teachers 2, 5%

 # with 1-5 years of experience 18, 45%

 # with 6-14 years of experience 9, 23%

 # with 15 or more years of experience 11, 28%

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.
Principals are invited to attend job fairs sponsored by the district. Candidates have been pre-screened and have met all requirements for highly qualified and certified. Teachers new to the staff are assigned a mentor from their same grade level. Mentors meet with new teachers once a week to assist with planning and all school related items. Teams meet three times a week to plan together, discuss student assessment results and to share strategies that have been successful in their classrooms.

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

New teachers are assigned to a mentor in their grade level. The mentor has attended district training and received professional development in the area of coaching and mentoring. The reason for pairing like grade level teachers together is so that their planning times coordinate. Also, a mentor from within the same grade level has a better understanding of the day to day happenings in that grade level classroom.

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

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 manage and coordinate efforts between all school teams, review/revise the SIP, meet bi-weekly for RtI Academic/Behavior Concerns, monitor all data-academic-attendance-referral, review weekly PLC notes and coordinate efforts to meet the needs of students. The Psychologist and Diagnostician facilitate the development of intervention plans and interpret data. The Social Worker and Guidance Counselor- provide services to support the child's academic, emotional, behavioral and social success. Primary intervention specialist- Leads and evaluates the school Core Content Standards/programs, monitors the fidelity of reading intervention programs and participates in the design and delivery of professional development while providing support for assessment and progress monitoring.

The Lealman Elementary School Leadership and RtI Leadership Team will assist in the continuous improvement of all academic and behavioral results with meetings focused on "How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and in our students?" Data is disaggregated and reviewed for patterns-strengths and weaknesses. The results highlight Core program strengths and weaknesses. From this, SIP decisions are made.

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

-Facilitator (Nicoleta Zinn/School Psychologist) – generates agenda and leads team discussions
-Data Manager(s)/Data Coach(es)(Bonita Paquette/Annette Mavres/Principal/Assistant Principal) – assist team in accessing and interpreting (aggregating/disaggregating) the data
--Recorder/Note Taker(Stephanie Davidson/Guidance Counselor) – 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(Mary Knight Martin/Social Worker) –helps team begin on time and ensures adherence to agreed upon agenda
Meeting time: Every other Tuesday of each month. Times are varied to coincide with teams block schedules so that teachers may attend if they wish.

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

Grade Level Teams submit progress monitoring tools and results to MTSS twice a month through PLC notes. MTSS reviews the results and makes decisions regarding interventions. School Social Worker and Psychologists visit classrooms routinely to ensure that interventions are taking place with fidelity.

Lesson plans are monitored on line by administration weekly. Each grade level team has been advised of the weeks that their plans are monitored and walkthroughs are conducted to ensure that plans are being implemented as written.

Formal SIP review dates have been entered into the school master calendar and coincide with monthly staff meetings.

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)

State FCAT and District Common Assessment (Math, Science, Reading and Writing) and referral Data can be tracked on the Pinellas County EDS system. Tier 2 data is tracked by intervention and classroom teachers using on-going progress monitoring. Tier 3 data is tracked and graphed using the AIMS Web system. The Statewide PMRN System coordinates on-going progress monitoring and FAIR Data.Grade Level Teams submit progress monitoring tools and results to MTSS twice a month through PLC notes. MTSS reviews the results and makes decisions regarding interventions. School Social Worker and Psychologists visit classrooms routinely to ensure that interventions are taking place with fidelity.

Lesson plans are monitored on line by administration weekly. Each grade level team has been advised of the weeks that their plans are monitored and walkthroughs are conducted to ensure that plans are being implemented as written.

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

The staff receives periodic updates on the RtI process through monthly Staff Meetings and weekly PLCs.

Professional Development will be provided in a variety of ways: embedded in the classroom through on-going modeling and work with district staff developers, provided during weekly grade

level Professional Learning Community (PLC) meetings, teachers' common planning time. SBLT meetings are staggered to allow participation of staff, in order to better understand the process and provide input. The staff receives periodic updates on the RtI process through monthly Staff Meetings and weekly PLCs.

Grade level teams have agreed upon a common progress monitoring tool for Reading and Math. Those results are discussed during PLCs to drive instruction.

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
Two certified teachers to teach small group math and reading instruction to struggling K-5 students. Students will be met with daily for 30 minutes during the school day. An after school enrichment program for Math and Science will be held twice a month. The theme will be aeronautics and applied math.

How is data collected and analyzed to determine the effectiveness of this strategy?
As per the grade level team, progress monitoring will align with the twice a month grade level progress monitoring tools.

Who is responsible for monitoring implementation of this strategy?
Administration will oversee the fidelity of instruction being provided to students. Grade level teams will be responsible for progress monitoring.

Literacy Leadership Team (LLT)

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

Name	Title
Bonita Paquette	Principal
Annette Mavres	Assistant Principal
Carmen Bender	Primary Intervention Teacher
Regiane Weylie	Primary Intervention Teacher
Mary Louise DeNicola	District Literacy Coach

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?
Support for text complexity
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Preschool Transition

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

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

Expected Improvements

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	57%	39%	No	61%
American Indian				
Asian	63%	52%	No	67%
Black/African American	40%	21%	No	46%
Hispanic	55%	42%	No	60%
White	60%	44%	No	64%
English language learners	51%	0%	No	56%
Students with disabilities	25%	11%	No	33%
Economically disadvantaged	55%	34%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	21%	75%
Students scoring at or above Achievement Level 4	39	18%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	74	62%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	72	60%	100%

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)	24	43%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	23%	75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	37%	75%

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	26	46%	75%
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	47%	23%	No	52%
American Indian				
Asian	70%	43%	No	73%
Black/African American	34%	6%	No	41%
Hispanic	46%	25%	No	51%
White	45%	24%	No	51%
English language learners	44%	12%	No	50%
Students with disabilities	17%	0%	No	25%
Economically disadvantaged	44%	17%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	14%	75%
Students scoring at or above Achievement Level 4	17	8%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	33	28%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	46	38%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%		No	52%
American Indian				
Asian	70%		No	73%
Black/African American	34%		No	41%
Hispanic	46%		No	51%
White	45%		No	51%
English language learners	44%		No	50%
Students with disabilities	17%		No	25%
Economically disadvantaged	44%		No	50%

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	16	22%	50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		12%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	138	22%	10%
Students retained, pursuant to s. 1008.25, F.S.	29	4%	0%
Students who are not proficient in reading by third grade	12	13%	0%
Students who receive two or more behavior referrals	52	8%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	4%	2%

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

Lealman Ave. Elementary believes in involving parents in all aspects of it's Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP. More than 50 percent of the members of SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their

input prior to approval. For the PIP, all parents were given surveys at the end of the year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PIP and/ or SIP are developed, the committee will decide, with the input from parents how the parental involvement funds will be used.Parent input will be documented by sign-in sheets and in the minutes from meetings. : We believe that parent involvement is the key to student success at Lealman Avenue Elem. Our Annual Title I Meeting is held in conjunction with our Open House in an effort to reach as many parents as possible through this first meeting. In addition to our evening meeting, we offer a written document to all who are unable to attend. This overview comes with a tear-off sheet to document receipt and to give parents the opportunity to ask questions. Parents are notified that they may also call the Lealman Ave. Elem. Title I Office for more information or questions.

We offer flexible morning and evenings and meeting times throughout the year to reach as many families as possible with a variety of topics. Some morning meetings are scheduled in an effort to accommodate families who are unable to attend evening meetings. Our Pastries for Parents is a morning event. We also vary the meeting times of our SAC in an effort to reach more families. Family events will be presented in Spanish and English when possible or translators will be provided to enable non-English speakers to participate in all events. If the event does not include families, child care will be provided to enable parents and caregivers to attend.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Annual Title I Meeting/Open House	375	75%	100%
Compact Conference	411	80%	100%
Kindergarten Transition Night	15	25%	100%
Passport Night	250	50%	100%
Communications Survey	300	60%	100%
Reading Family Night	130	26%	100%

Area 10: Additional Targets

Description of additional targets

Close the achievement gap between African American students and non African American students in Reading and Math. Decrease the percentage of African American students receiving out of school suspensions and referrals and increase the number of African American students in the Gifted program.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reading		21%	46%
Math		6%	41%
Behavior Referrals		27%	20%
Enrolled in Gifted Program		0%	5%

Goals Summary

Goal #1:
Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.

Goal #2:
Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.

Goal #3:
Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving a level 4 or higher on FCAT 2.0 Writing will increase from 45% to 60%. This reduces the number of levels 1 through 3 from 55% to 40%.

Goal #4:
Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 33% to 62%. This will reduce the number of level 1 and 2 students from 67% to 38%.

Goals Detail

Goal #1:	**Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.**
Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
	• Reading - Postsecondary Readiness
	• Math - Elementary and Middle School
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Common Core Standards
	• District Provided Resources
	• Professional Development Common Core Standards
	• CPalms
	• Formative Assessment Materials
	• District Provided Curriculum-Go Math
	• Common Core Standards
	• Title I Hourly Teachers
	• Promise Time after school tutoring

Targeted Barriers to Achieving the Goal	• Lack of formally established Team Planning • Lack of effective use of data to differentiate instruction through collaborative and facilitated planning • Lack of a thorough understanding of Common Core Standards and mathematical practices

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Plan to Monitor Progress Toward the Goal

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Action:
Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Weekly

Evidence of Completion:
Results of monitoring and team minutes.

Goal #2:	**Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness
Resources Available to Support the Goal	• District approved curriculum resources • Literacy Coach • Professional development in Common Core Standards • Title I Hourly Teachers • Formative and Summative Assessments • Technology-MIMIO • Primary intervention teachers • FSU Early Intervention Program • Promise Time after school tutoring
Targeted Barriers to Achieving the Goal	• Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas • Insufficient use of data to differentiate instruction • Insufficient standard based instruction

Plan to Monitor Progress Toward the Goal

Action:
Monitor the results of student artifacts presented in the form of presentations, reports and level of engagement.

Person or Persons Responsible:
Administrators, Title I Hourly Teachers, Literacy Coach and Gifted Teacher

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student achievement scores.

Goal #3:	**Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving a level 4 or higher on FCAT 2.0 Writing will increase from 45% to 60%. This reduces the number of levels 1 through 3 from 55% to 40%.**

Targets Supported	• Writing
Resources Available to Support the Goal	• District provided curriculum
Targeted Barriers to Achieving the Goal	• Insufficient Standards Based Instruction

Plan to Monitor Progress Toward the Goal

Action:
Ongoing Progress monitoring of writing achievement.

Person or Persons Responsible:
Classroom Teachers, Administrators, Literacy Coach

Target Dates or Schedule:
ongoing

Evidence of Completion:
student assessment results

Goal #4:	**Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 33% to 62%. This will reduce the number of level 1 and 2 students from 67% to 38%.**

Targets Supported	• Science
	• Science - Elementary School
	• Science - Middle School
	• Science - High School
	• Science - Biology 1 EOC

Resources Available to Support the Goal	• District provided curriculum
	• Science resource material room/consumables, lab supplies and reading resources
	• Master schedule reflects increased science time
Targeted Barriers to Achieving the Goal	• Lack of higher order thinking and reflection in student journaling
	• Insufficient standards based instruction

Plan to Monitor Progress Toward the Goal

Action:
PLC discussion of student artifacts and assessment results.

Person or Persons Responsible:
Administrators and classroom teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
PLC minutes and student assessment results.

Action Plan for Improvement

Goal #1:	Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.
Barrier #2:	Lack of formally established Team Planning
Strategy #1 to Overcome the Barrier	A mandatory, three times a week planning time agreed upon by teams and communicated and monitored by administration.

Step #1 to Implement Strategy #1

Action:
Develop team planning calendar based on Action Plan that outlines expectations of team planning.

Person or Persons Responsible:
Team Leader/Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Team minutes to be submitted to administration weekly.Planning Calendar

Step #2 to Implement Strategy #1 - Budget Item

Action:
Create and bring list of necessary materials to support Mathematics instruction

Person or Persons Responsible:
Team Leader

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Purchase request forms

Step #3 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Grade Level teams will meet to determine Professional resource materials needed to support math instruction and professional development.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Ongoing

Evidence of Completion:
PLC minutes, purchase requisition forms

Facilitator:
Team Leader

Participants:
Grade Level Teams

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

Action:
Team minutes of planning as well as walkthroughs during communicated planning times.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion
Weekly minutes with feedback

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

Action:
Weekly discussion of strategies used and their impact on student achievement as measured by ongoing progress monitoring.

Person or Persons Responsible:
Grade Level Teams and Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
On going Progress monitoring. Team minutes.

Goal #1:	Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.
Barrier #3:	Lack of effective use of data to differentiate instruction through collaborative and facilitated planning
Strategy #1 to Overcome the Barrier	Grade level teams analyze, disaggregate and develop/utilize routine assessments.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Disaggregate baseline, ongoing progress monitoring and end of unit data during weekly PLC meetings to determine instructional plans and differentiation.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Beginning and end of each unit/assessment cycle

Evidence of Completion:
Lesson plans, data collection and weekly PLC minutes.

Facilitator:
Administration

Participants:
Grade Level Teams

Step #2 to Implement Strategy #1 - Budget Item

Action:
Grade Level Teams will meet beyond contracted hours to disaggregate data and plan for instruction.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson Plans

Step #3 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals. Substitutes will be provided.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
After each assessment cycle

Evidence of Completion:
Data chat minutes.

Facilitator:
Administrators

Participants:
Grade Level Teams

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

Action:
Through walkthroughs and PLC minutes and review of data collection

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion
PLC minutes, data collection.

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

Action:
Discussion of student data and progress to determine effectiveness of instruction.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Weekly

Evidence of Completion:
Weekly PLC minutes and ongoing progress data.

Goal #1:	Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.
Barrier #3:	Lack of effective use of data to differentiate instruction through collaborative and facilitated planning
Strategy #2 to Overcome the Barrier	Grade level teams create a plan for intervention time during school to include ongoing progress monitoring

Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity

Action:
Grade level teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include ongoing progress monitoring. Use of Title I hourly teacher to provide enrichment for students scoring level 3 or above on FCAT 2.0 or Proficient on PCAS assessment.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Following each district data cycle

Evidence of Completion:
Plans created by teams and communicated to administration through electronic plan book.

Facilitator:
administration and staff members

Participants:
Grade Level Teams

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

Action:
Plans will be reviewed monthly through the electronic grade book as evidenced on master calendar. Ongoing progress monitoring will be reviewed weekly.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion
Ongoing progress monitoring and lesson plans.

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

Action:
Review of ongoing progress monitoring, formative and summative assessments.

Person or Persons Responsible:
Grade Level Teams and administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Weekly PLC minutes. Data chats following district assessment cycles.

Goal #1:	Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.
Barrier #3:	Lack of effective use of data to differentiate instruction through collaborative and facilitated planning
Strategy #3 to Overcome the Barrier	Grade level teams create rubrics connected to math standards for students to monitor own progress toward goals.

Step #1 to Implement Strategy #3

Action:
Creation of rubrics tied to Common Core Standards.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
To coincide with Math units.

Evidence of Completion:
Completed student rubrics and data disaggregation and discussion in PLC notes.

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

Action:
Review of PLC minutes and actual rubrics.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Ongoing as dictated by Math units.

Evidence of Completion
PLC notes reviewed by administration and returned to team leaders with documentation and questions answered.

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

Action:
Monitor the use of rubrics to determine effectiveness through walkthroughs, lesson plans and end of unit data disaggregation.

Person or Persons Responsible:
Administration and classroom teachers

Target Dates or Schedule:
Ongoing as dictated by math units

Evidence of Completion:
PLC notes with disaggregated data and discussion Improved math scores as measured by Common Assessments

Goal #1:	Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.
Barrier #6:	Lack of a thorough understanding of Common Core Standards and mathematical practices
Strategy #1 to Overcome the Barrier	Professional development provided by administration in the area of "unpacking the standards" for Common Core.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Unpacking the standards training as connected to mathematical practices

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Monthly during curriculum meetings

Evidence of Completion:
Curriculum meeting minutes and calendar

Facilitator:
administration

Participants:
Administration

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

Action:
Scheduled professional development sessions

Person or Persons Responsible:
administration

Target Dates or Schedule:
monthly curriculum meetings

Evidence of Completion
Professional development calendar

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

Action:
Review of lesson plans and weekly PLC minutes

Person or Persons Responsible:
administration

Target Dates or Schedule:
ongoing

Evidence of Completion:
Lesson plan review on electronic plan book and review of PLC minutes. Survey of teachers regarding the effectiveness of the training provided by administration.

Goal #1:	Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.
Barrier #6:	Lack of a thorough understanding of Common Core Standards and mathematical practices
Strategy #2 to Overcome the Barrier	Realignment of Professional Learning Communities to include a deeper discussion of standards and mathematical practices.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Refocus Professional Learning Communities to include deep discussion of standards and mathematical practices through the redevelopment of PLC agendas and reporting documents.

Person or Persons Responsible:
Administrators and Team Leaders

Target Dates or Schedule:
Pre-school meeting (August 2013) with team leaders to discuss new focus. Once a month meetings with team leaders, Sept. 2013-May 2014 to continue discussion of facilitating PLCs.

Evidence of Completion:
PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.

Facilitator:
Administrators Leadership team book study.

Participants:
Administrators and Team Leaders

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #6 to Goal #1

Action:
Review and monitor PLC notes for discussion of teams.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly August 2013-May 2014

Evidence of Completion
Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #6 to Goal #1

Action:
Monitor PLC to ensure that discussion is taking place regarding Common core Standard and Mathematical practices through notes provided by Team Leaders.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC discussion notes completed electronically and sent to principal each week.

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #1:	Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas
Strategy #1 to Overcome the Barrier	Students who scored a level 3 or higher on 2013 FCAT will receive enrichment during intervention time. This enrichment will be provided by Title I hourly teachers with support from site based gifted teacher and Literacy Coach.

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

Action:
Provide enrichment for students using literacy activities tied to common core standards

Person or Persons Responsible:
Title I Hourly Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Enrichment attendance and teacher lesson plans.

Facilitator:
Literacy Coach, Gifted Teacher

Participants:
Title I Hourly Teachers/High Achieving Math Students

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

Action:
Monitor enrichment program through walkthroughs, review of lesson plans and student artifacts.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
ongoing

Evidence of Completion
Walkthrough data, lesson plans, student artifacts.

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

Action:
Review of district assessment information as well as end of the year FCAT 2.0 results

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Assessment Cycles

Evidence of Completion:
Student achievement scores.

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #1:	Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas
Strategy #2 to Overcome the Barrier	Classroom teachers will work with struggling students during intervention/after school Promise Time using research based interventions and ongoing progress monitoring.

Step #1 to Implement Strategy #2 - Budget Item

Action:
Using student data, teachers will determine area of intervention for each student.

Person or Persons Responsible:
Classroom Teachers and Early Intervention Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Disaggregated student data and lesson plans.

Step #2 to Implement Strategy #2 - Budget Item

Action:
Use of MIMIO technology and periodicals to support reading engagement

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
daily

Evidence of Completion:
MIMIO reports and walkthrough observations.

Step #3 to Implement Strategy #2 - Budget Item

Action:
An extra hour of time daily to support struggling students in reading.

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Roster of students enrolled, student assessment results.

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

Action:
Ongoing progress monitoring will occur systematically and discussed during PLCS. Interventions will be documented and fluid.

Person or Persons Responsible:
Administrators and Classroom Teachers

Target Dates or Schedule:
ongoing

Evidence of Completion
PLC minutes and electronic lesson plan.

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

Action:
The use of ongoing progress monitoring tools such as but not limited to, MAZE, ORF, alphabet checks, running records, LSF and NSF will be used.

Person or Persons Responsible:
Administrators, Classroom Teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Ongoing progress monitoring results

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #1:	Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas
Strategy #3 to Overcome the Barrier	Students in the STARS class will receive an additional 30 minutes of daily reading interventions provided by the classroom teacher and two literacy intervention specialists.

Step #1 to Implement Strategy #3 - Budget Item

Action:
Students in the STARS class will receive an additional 30 minutes of reading instruction targeting skill development and comprehension skills.

Person or Persons Responsible:
STARS teacher, Primary Intervention Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Ongoing progress monitoring and assessment results.

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

Action:
Monitor the additional 30 minutes of Reading instruction through walkthrough observations and lesson plans

Person or Persons Responsible:
Administrators, Teachers

Target Dates or Schedule:
Daily

Evidence of Completion
Electronic lesson plans and walkthrough data.

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

Action:
Administrators, STARS teacher and Early intervention teachers will meet monthly to discuss student progress toward goals.

Person or Persons Responsible:
Administrators, Classroom Teachers, SBLT

Target Dates or Schedule:
ongoing/monthly

Evidence of Completion:
SBLT minutes

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #2:	Insufficient use of data to differentiate instruction
Strategy #1 to Overcome the Barrier	Teams disaggregate data from summative and formative assessments to differentiate instruction to meet the needs of students.

Step #1 to Implement Strategy #1

Action:
Discussion during weekly planning and PLC meetings to evaluate effectiveness of instruction based on student achievement.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Ongoing

Evidence of Completion:
PLC minutes, Electronic Lesson plans

Step #2 to Implement Strategy #1 - Budget Item

Action:
Will meet beyond the instructional day to disaggregate data and plan for instruction.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lesson Plans

Step #3 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Teams will meet to determine need for Professional Resource Material for ongoing professional development.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Ongoing

Evidence of Completion:
PLC notes and purchase requisition forms

Facilitator:
Team Leader

Participants:
Grade Level Teams

Step #4 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Grade Level teams will meet with administration after each assessment cycle to discuss progress of student achievement toward goals. Substitutes will be provided.

Person or Persons Responsible:
Grade Level Teams

Target Dates or Schedule:
Following Each Assessment Cycle

Evidence of Completion:
Minutes from Data Chats

Facilitator:
Administrators

Participants:
Grade Level Teams

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

Action:
Attend PLCs to monitor conversation. Review weekly PLC notes and provide feedback.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
ongoing

Evidence of Completion
PLC Notes, Electronic Lesson Plans

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

Action:
Review of student achievement scores

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
ongoing

Evidence of Completion:
student achievement scores

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #2:	Insufficient use of data to differentiate instruction
Strategy #2 to Overcome the Barrier	Teams develop rubrics, tied to the Common Core Standards, for students to use to monitor progress toward goals.

Step #1 to Implement Strategy #2

Action:
Create rubrics tied to Common core standards.

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Ongoing as per standards covered

Evidence of Completion:
Completed rubric

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

Action:
Through walkthrough observations and student artifacts, rubrics will be noted.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly throughout the school year

Evidence of Completion
Actual student artifacts of completed rubrics and reading journals.

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

Action:
Effectiveness of the use of rubrics will be monitored through literacy journals and goal sheets.

Person or Persons Responsible:
Administrators and teachers

Target Dates or Schedule:
Ongoing August 2013-June 2014

Evidence of Completion:
Literacy Journals, Goal sheets

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #3:	Insufficient standard based instruction
Strategy #1 to Overcome the Barrier	Professional development provided by administration in the area of "unpacking the standards" for Common Core.

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

Action:
Professional development in the area of "unpacking the standards" in Literacy.

Person or Persons Responsible:
Administrators and Literacy Coach

Target Dates or Schedule:
Monthly during Curriculum Meetings

Evidence of Completion:
Minutes from Curriculum meetings.

Facilitator:
Administrators and Literacy Coach

Participants:
Administrators and Literacy Coach

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

Action:
Monitoring the discussion and implementation of Common Core Standards during weekly PLC meetings and walkthroughs.

Person or Persons Responsible:
Administrators and Literacy Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion
PLC notes, Walkthrough notes

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

Action:
Discussion of Common Core Standards and best practices in Reading during weekly PLC meetings.

Person or Persons Responsible:
Grade Level Teams and Administrators

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC notes. Survey of teachers regarding the effectiveness of training provided by administration.

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #3:	Insufficient standard based instruction
Strategy #2 to Overcome the Barrier	Use of electronic plan book to ensure easy access by administrators to lesson plans.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Training on use of Electronic Plan Book provided during pre-school. Teachers input plans weekly into the electronic plan book.

Person or Persons Responsible:
Administrators, Instructional Staff

Target Dates or Schedule:
Teachers input plans weekly into the electronic plan book.

Evidence of Completion:
Weekly review of plans by administrators per staff calendar.

Facilitator:
Classroom Teacher

Participants:
Administrators, Instructional Staff

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

Action:
Checking plans through the electronic plan book.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly per grade level as determined by staff calendar.

Evidence of Completion
Comments and notes in electronic plan book.

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

Action:
Monitor grade level plans in electronic plan book.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly as determined by staff calendar

Evidence of Completion:
Teacher review of comments provided by administrators.

Goal #2:	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.
Barrier #3:	Insufficient standard based instruction
Strategy #3 to Overcome the Barrier	Realignment of PLCs to include deeper discussion of Common Core Standards and best practices in Reading.

Step #1 to Implement Strategy #3

Action:
Refocus Professional Learning Communities to include deep discussion of standards and Literacy practices through the redevelopment of PLC agendas and reporting documents.

Person or Persons Responsible:
Administrators and Team Leaders

Target Dates or Schedule:
Pre-School meeting (August 2013) with team leaders to discuss new focus. Once a month meetings with team leaders, Sept. 2013-May 2014 to continue discussion of facilitating PLCs.

Evidence of Completion:
PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.

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

Action:
Review and monitor PLC notes for discussion of teams.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly August 2013-May 2014

Evidence of Completion
Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.

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

Action:
Monitor PLC to ensure that discussion is taking place regarding Common Core Standard and Literacy practices through notes provided by Team Leaders.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC discussion notes completed electronically and sent to principal each week.

Goal #3:	Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving a level 4 or higher on FCAT 2.0 Writing will increase from 45% to 60%. This reduces the number of levels 1 through 3 from 55% to 40%.
Barrier #1:	Insufficient Standards Based Instruction
Strategy #1 to Overcome the Barrier	Set and communicate a purpose for learning and learning goals in each lesson

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
*Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Review of electronic lesson plans, evidence of learning goals posted during walkthroughs, student assessment results.

Facilitator:
Administrators

Participants:
Classroom Teachers

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

Action:
Daily monitoring of posted learning goals during walkthroughs.

Person or Persons Responsible:
Administrators and Literacy Coach

Target Dates or Schedule:
Daily

Evidence of Completion
Electronic lesson plans, posted learning goals, student assessment results.

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

Action:
Monitor for posted learning goals during daily walkthroughs

Person or Persons Responsible:
Administrators and Literacy Coach

Target Dates or Schedule:
Daily

Evidence of Completion:
Posted learning goals, electronic plan book and student assessment results.

Goal #3:	Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving a level 4 or higher on FCAT 2.0 Writing will increase from 45% to 60%. This reduces the number of levels 1 through 3 from 55% to 40%.
Barrier #1:	Insufficient Standards Based Instruction
Strategy #2 to Overcome the Barrier	Implement High Yield Instructional Strategies

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Observation of gradual release model used. Documentation in electronic plan book of high yield strategies.

Facilitator:
Administrators and Literacy Coach

Participants:
Classroom Teachers

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

Action:
Monitor the use of high yield strategies related to writing through walkthrough observations, electronic plan book and student assessment results.

Person or Persons Responsible:
Administrators and Literacy Coach

Target Dates or Schedule:
ongoing

Evidence of Completion
Walkthrough observations, electronic plan book, student assessment results.

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

Action:
Discussion of student achievement results as well as actual student work.

Person or Persons Responsible:
Administrators and Literacy Coach

Target Dates or Schedule:
ongoing

Evidence of Completion:
PLC minutes, minutes from data chats.

Goal #3:	Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving a level 4 or higher on FCAT 2.0 Writing will increase from 45% to 60%. This reduces the number of levels 1 through 3 from 55% to 40%.
Barrier #1:	Insufficient Standards Based Instruction
Strategy #3 to Overcome the Barrier	Increase instructional rigor

Step #1 to Implement Strategy #3 - PD Opportunity

Action:
Increase the level of instructional rigor during writing instruction. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Walkthrough observations, electronic plan book.

Facilitator:
Administrators and Literacy Coach

Participants:
Classroom Teachers

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

Action:
Increased rigor will be monitored through daily walkthrough and actual student artifacts.

Person or Persons Responsible:
Administrators, Literacy Coach

Target Dates or Schedule:
ongoing

Evidence of Completion
Walkthrough observations, electronic plan book, student artifacts, student assessment results.

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

Action:
Monitoring will occur through daily walkthroughs, electronic lesson plan reviews, student assessment results, PLC discussion notes and data chats.

Person or Persons Responsible:
Administrators, Literacy Coach

Target Dates or Schedule:
ongoing

Evidence of Completion:
Student assessment results and student artifacts.

Goal #4:	Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 33% to 62%. This will reduce the number of level 1 and 2 students from 67% to 38%.
Barrier #2:	Lack of higher order thinking and reflection in student journaling
Strategy #1 to Overcome the Barrier	Increase student journaling through the use of stem prompts and open ended, higher order questions measured by rubrics.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Teachers will post and utilize stem prompts as well as modeling quality journal entries as measured against rubrics.

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Actual journal entries, walkthrough observations.

Facilitator:
administrators

Participants:
Classroom Teachers

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

Action:
Observations during walkthroughs.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
ongoing

Evidence of Completion
Journal entries, rubrics and posted resources.

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

Action:
PLC discussion, assessment data, journal entries

Person or Persons Responsible:
Administrators and classroom teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
assessment data, journal entries

Goal #4:	Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 33% to 62%. This will reduce the number of level 1 and 2 students from 67% to 38%.
Barrier #3:	Insufficient standards based instruction
Strategy #1 to Overcome the Barrier	Lesson design will include the 5 E model for Science

Step #1 to Implement Strategy #1

Action:
Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
Daily

Evidence of Completion:
Lesson plans, walkthroughs, student artifacts

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:
The use of the 5 E model will be monitored through lesson plans, walkthroughs and student artifacts.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Daily

Evidence of Completion
Lesson plans, walkthroughs and student artifacts.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:
Student assessment data, PLC discussion and journal entries

Person or Persons Responsible:
Administrators and classroom teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
PLC minutes, assessment results and journals

Goal #4:	Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 33% to 62%. This will reduce the number of level 1 and 2 students from 67% to 38%.
Barrier #3:	Insufficient standards based instruction
Strategy #2 to Overcome the Barrier	Developed rubrics will correlate with standards and the learning goal for the unit

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Utilization of district/teacher created rubrics aligned to standards and essential question of lesson. Training students to use rubrics to track progress toward goal.

Person or Persons Responsible:
Classroom Teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Rubrics. Exit slips.

Facilitator:
Administrators/classroom teachers

Participants:
Classroom Teachers

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #4

Action:
Observations during walkthroughs, PLC notes and student artifacts

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
ongoing

Evidence of Completion
Rubrics

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #4

Action:
Review of student data and artifacts. Discussion of impact of rubrics on student learning.

Person or Persons Responsible:
Administrators and classroom teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
PLC notes and student artifacts

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

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

Title I, Part D

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

Title II

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

Title III

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

ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Lealman Elementary School will participate in the Promise Time extended learning program for the 2013-14 school year.

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. Lealman Elementary is a part of the Community Eligibility Option for the 2013-14 school year.

Head Start

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

Professional Development

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

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

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

Goal #1: Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.

Barrier #2: Lack of formally established Team Planning

Strategy #1: A mandatory, three times a week planning time agreed upon by teams and communicated and monitored by administration.

Action Step #3: Grade Level teams will meet to determine Professional resource materials needed to support math instruction and professional development.

Facilitator leader
Team Leader

Participants
Grade Level Teams

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
PLC minutes, purchase requisition forms
(Person Responsible: Grade Level Teams)

Barrier #3: Lack of effective use of data to differentiate instruction through collaborative and facilitated planning

Strategy #1: Grade level teams analyze, disaggregate and develop/utilize routine assessments.

Action Step #1: Disaggregate baseline, ongoing progress monitoring and end of unit data during weekly PLC meetings to determine instructional plans and differentiation.

Facilitator leader
Administration

Participants
Grade Level Teams

Target dates or schedule
Beginning and end of each unit/assessment cycle

Evidence of Completion and Person Responsible for Monitoring
Lesson plans, data collection and weekly PLC minutes.
(Person Responsible: Grade Level Teams)

Action Step #3: Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals. Substitutes will be provided.

Facilitator leader
Administrators

Participants
Grade Level Teams

Target dates or schedule
After each assessment cycle

Evidence of Completion and Person Responsible for Monitoring
Data chat minutes.
(Person Responsible: Grade Level Teams)

Strategy #2: Grade level teams create a plan for intervention time during school to include ongoing progress monitoring

Action Step #1: Grade level teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include ongoing progress monitoring. Use of Title I hourly teacher to provide enrichment for students scoring level 3 or above on FCAT 2.0 or Proficient on PCAS assessment.

Facilitator leader
administration and staff members

Participants
Grade Level Teams

Target dates or schedule
Following each district data cycle

Evidence of Completion and Person Responsible for Monitoring
Plans created by teams and communicated to administration through electronic plan book.
(Person Responsible: Grade Level Teams)

Barrier #6: Lack of a thorough understanding of Common Core Standards and mathematical practices

Strategy #1: Professional development provided by administration in the area of "unpacking the standards" for Common Core.

Action Step #1: Unpacking the standards training as connected to mathematical practices

Facilitator leader
administration

Participants
Administration

Target dates or schedule
Monthly during curriculum meetings

Evidence of Completion and Person Responsible for Monitoring
Curriculum meeting minutes and calendar
(Person Responsible: Administration)

Strategy #2: Realignment of Professional Learning Communities to include a deeper discussion of standards and mathematical practices.

Action Step #1: Refocus Professional Learning Communities to include deep discussion of standards and mathematical practices through the redevelopment of PLC agendas and reporting documents.

Facilitator leader
Administrators Leadership team book study.

Participants
Administrators and Team Leaders

Target dates or schedule
Pre-school meeting (August 2013) with team leaders to discuss new focus. Once a month meetings with team leaders, Sept. 2013-May 2014 to continue discussion of facilitating PLCs.

Evidence of Completion and Person Responsible for Monitoring
PLC notes from Team Leaders
Practice of instructional staff observed during walkthroughs.
(Person Responsible: Administrators and Team Leaders)

Goal #2: Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.

Barrier #1: Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas

Strategy #1: Students who scored a level 3 or higher on 2013 FCAT will receive enrichment during intervention time. This enrichment will be provided by Title I hourly teachers with support from site based gifted teacher and Literacy Coach.

Action Step #1: Provide enrichment for students using literacy activities tied to common core standards

Facilitator leader
Literacy Coach, Gifted Teacher

Participants
Title I Hourly Teachers/High Achieving Math Students

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Enrichment attendance and teacher lesson plans.
(Person Responsible: Title I Hourly Teachers)

Barrier #2: Insufficient use of data to differentiate instruction

Strategy #1: Teams disaggregate data from summative and formative assessments to differentiate instruction to meet the needs of students.

Action Step #3: Teams will meet to determine need for Professional Resource Material for ongoing professional development.

Facilitator leader
Team Leader

Participants
Grade Level Teams

Target dates or schedule
Ongoing

Evidence of Completion and Person Responsible for Monitoring
PLC notes and purchase requisition forms
(Person Responsible: Grade Level Teams)

Action Step #4: Grade Level teams will meet with administration after each assessment cycle to discuss progress of student achievement toward goals. Substitutes will be provided.

Facilitator leader
Administrators

Participants
Grade Level Teams

Target dates or schedule
Following Each Assessment Cycle

Evidence of Completion and Person Responsible for Monitoring
Minutes from Data Chats
(Person Responsible: Grade Level Teams)

Barrier #3: Insufficient standard based instruction

Strategy #1: Professional development provided by administration in the area of "unpacking the standards" for Common Core.

Action Step #1: Professional development in the area of "unpacking the standards" in Literacy.

Facilitator leader
Administrators and Literacy Coach

Participants
Administrators and Literacy Coach

Target dates or schedule
Monthly during Curriculum Meetings

Evidence of Completion and Person Responsible for Monitoring
Minutes from Curriculum meetings.
(Person Responsible: Administrators and Literacy Coach)

Strategy #2: Use of electronic plan book to ensure easy access by administrators to lesson plans.

Action Step #1: Training on use of Electronic Plan Book provided during pre-school. Teachers input plans weekly into the electronic plan book.

Facilitator leader
Classroom Teacher

Participants
Administrators, Instructional Staff

Target dates or schedule
Teachers input plans weekly into the electronic plan book.

Evidence of Completion and Person Responsible for Monitoring
Weekly review of plans by administrators per staff calendar.
(Person Responsible: Administrators, Instructional Staff)

Goal #3: Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving a level 4 or higher on FCAT 2.0 Writing will increase from 45% to 60%. This reduces the number of levels 1 through 3 from 55% to 40%.

Barrier #1: Insufficient Standards Based Instruction

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

Action Step #1: *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Facilitator leader
Administrators

Participants
Classroom Teachers

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Review of electronic lesson plans, evidence of learning goals posted during walkthroughs, student assessment results.
(Person Responsible: Classroom Teachers)

Strategy #2: Implement High Yield Instructional Strategies

Action Step #1: Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Facilitator leader
Administrators and Literacy Coach

Participants
Classroom Teachers

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Observation of gradual release model used. Documentation in electronic plan book of high yield strategies.
(Person Responsible: Classroom Teachers)

Strategy #3: Increase instructional rigor

Action Step #1: Increase the level of instructional rigor during writing instruction. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Facilitator leader
Administrators and Literacy Coach

Participants
Classroom Teachers

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Walkthrough observations, electronic plan book.
(Person Responsible: Classroom Teachers)

Goal #4: Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 33% to 62%. This will reduce the number of level 1 and 2 students from 67% to 38%.

Barrier #2: Lack of higher order thinking and reflection in student journaling

Strategy #1: Increase student journaling through the use of stem prompts and open ended, higher order questions measured by rubrics.

Action Step #1: Teachers will post and utilize stem prompts as well as modeling quality journal entries as measured against rubrics.

Facilitator leader
administrators

Participants
Classroom Teachers

Target dates or schedule
Daily

Evidence of Completion and Person Responsible for Monitoring
Actual journal entries, walkthrough observations.
(Person Responsible: Classroom Teachers)

Barrier #3: Insufficient standards based instruction

Strategy #2: Developed rubrics will correlate with standards and the learning goal for the unit

Action Step #1: Utilization of district/teacher created rubrics aligned to standards and essential question of lesson. Training students to use rubrics to track progress toward goal.

Facilitator leader
Administrators/classroom teachers

Participants
Classroom Teachers

Target dates or schedule
ongoing

Evidence of Completion and Person Responsible for Monitoring
Rubrics. Exit slips.
(Person Responsible: Classroom Teachers)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #1	Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.	$13,936
Goal #2	Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.	$171,449
	Total	$185,385

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Materials	Professional Development	Personnel	Technology	Total
Title I	$20,002	$3,873	$127,623	$7,500	$158,998
ELP	$0	$0	$26,387	$0	$26,387
Total	$20,002	$3,873	$154,010	$7,500	$185,385

Budget Detail

Goal #1: Improve math performance through rigor, instruction, curriculum and assessments. All students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 23% to 52%. This reduces the number of Level 1 and 2 students from 77% to 48%.

Barrier #2: Lack of formally established Team Planning

Strategy #1: A mandatory, three times a week planning time agreed upon by teams and communicated and monitored by administration.

Action Step #2: Create and bring list of necessary materials to support Mathematics instruction

Resource Type	Evidence-Based Materials
Resource	Materials to support instruction
Funding Source	Title I
Amount Needed	$9,251

Action Step #3: Grade Level teams will meet to determine Professional resource materials needed to support math instruction and professional development.

Resource Type	Professional Development
Resource	Professional development materials for teachers
Funding Source	Title I
Amount Needed	$1,500

Barrier #3: Lack of effective use of data to differentiate instruction through collaborative and facilitated planning

Strategy #1: Grade level teams analyze, disaggregate and develop/utilize routine assessments.

Action Step #2: Grade Level Teams will meet beyond contracted hours to disaggregate data and plan for instruction.

Resource Type	Personnel
Resource	Planning and developing rubrics and curriculum.
Funding Source	Title I
Amount Needed	$812

Action Step #3: Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals. Substitutes will be provided.

Resource Type	Professional Development
Resource	Substitutes for classroom teachers to discuss student achievement
Funding Source	Title I
Amount Needed	$2,373

Strategy #2: Grade level teams create a plan for intervention time during school to include ongoing progress monitoring

Action Step #1: Grade level teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include ongoing progress monitoring. Use of Title I hourly teacher to provide enrichment for students scoring level 3 or above on FCAT 2.0 or Proficient on PCAS assessment.

Resource Type	Personnel
Resource	Title I Hourly Teachers
Funding Source	Title I
Amount Needed	

Goal #2: Improve Reading performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher will increase from 39% to 61%. This reduces the number of Level 1 and 2 students from 61% to 39%.

Barrier #1: Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas

Strategy #1: Students who scored a level 3 or higher on 2013 FCAT will receive enrichment during intervention time. This enrichment will be provided by Title I hourly teachers with support from site based gifted teacher and Literacy Coach.

Action Step #1: Provide enrichment for students using literacy activities tied to common core standards

Resource Type	Personnel
Resource	Three Hourly Teachers to support enrichment in Reading
Funding Source	Title I
Amount Needed	

Strategy #2: Classroom teachers will work with struggling students during intervention/after school Promise Time using research based interventions and ongoing progress monitoring.

Action Step #1: Using student data, teachers will determine area of intervention for each student.

Resource Type	Personnel
Resource	Early Intervention Teachers
Funding Source	Title I
Amount Needed	$126,811

Action Step #2: Use of MIMIO technology and periodicals to support reading engagement

Resource Type	Technology
Resource	MIMIO software program and periodicals to increase phonemic awareness and comprehension
Funding Source	Title I
Amount Needed	$7,500

Action Step #3: An extra hour of time daily to support struggling students in reading.

Resource Type	Personnel
Resource	Teachers to support struggling readers during the school day by providing additional small group instruction
Funding Source	ELP
Amount Needed	$26,387

Strategy #3: Students in the STARS class will receive an additional 30 minutes of daily reading interventions provided by the classroom teacher and two literacy intervention specialists.

Action Step #1: Students in the STARS class will receive an additional 30 minutes of reading instruction targeting skill development and comprehension skills.

Resource Type	Personnel
Resource	Early Intervention Teachers
Funding Source	Title I
Amount Needed	

Barrier #2: Insufficient use of data to differentiate instruction

Strategy #1: Teams disaggregate data from summative and formative assessments to differentiate instruction to meet the needs of students.

Action Step #2: Will meet beyond the instructional day to disaggregate data and plan for instruction.

Resource Type	Personnel
Resource	Stipends to pay teachers to meet beyond contracted hours for planning.
Funding Source	Title I
Amount Needed	

Action Step #3: Teams will meet to determine need for Professional Resource Material for ongoing professional development.

Resource Type	Evidence-Based Materials
Resource	Professional resources
Funding Source	Title I
Amount Needed	$1,500

Action Step #4: Grade Level teams will meet with administration after each assessment cycle to discuss progress of student achievement toward goals. Substitutes will be provided.

Resource Type	Personnel
Resource	Substitutes for TDEs for student achievement meetings
Funding Source	Title I
Amount Needed	

Barrier #3: Insufficient standard based instruction

Strategy #1: Professional development provided by administration in the area of "unpacking the standards" for Common Core.

Action Step #1: Professional development in the area of "unpacking the standards" in Literacy.

Resource Type	Evidence-Based Materials
Resource	Professional materials and classroom instructional materials to support common core in Literacy
Funding Source	Title I
Amount Needed	$9,251