

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 2431 - Mildred Helms Elementary School  
**District:** 52 - Pinellas  
**Principal:** Sandra R. Cowley  
**SAC Chair:** Deborah Harris  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** 09/24/2013  
**Last Modified on:** 10/28/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	561 CLEARWATER LARGO RD S Largo, FL 33770	561 CLEARWATER LARGO RD S Largo, FL 33770
<b>Phone Number:</b>	727-588-3569	
<b>Web Address:</b>	<a href="http://www.mildred-es.pinellas.k12.fl.us">http://www.mildred-es.pinellas.k12.fl.us</a>	
<b>Email Address:</b>	2431.principal@pcsb.org	

<b>School Type:</b>	Elementary School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	Yes			
<b>Free/Reduced Lunch:</b>	84%			
<b>Minority:</b>	43%			
<b>School Grade History:</b>	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> C	<u>2009-10</u> A

### NOTE

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

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Mildred Helms Elem. School	
<b>Principal's name</b> Sandra R. Cowley	
<b>School Advisory Council chair's name</b> Deborah Harris	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Sandra R. Cowley	Principal
Shannon Brennan	Assistant Principal
Leesa Pearson	Inter. Intervention Teacher
Lorraine Kirby	Guidance Counselor
Robert Kelly	Psychologist
Michele Glenn	Social Worker
<b>District-Level Information</b>	
<b>District</b> Pinellas	
<b>Superintendent's name</b> Dr. Michael A Grego	
<b>Date of school board approval of SIP</b> 09/24/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Deborah Harris, SAC Chair Gloria Reyes Sandra R. Cowley Iris Jaramillo Angela Browne Latrell McDowell Torres Terri Lyn George	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
SAC has been involved in the discussions for improving the parent involvement of our parents. They are also involved with the decision to keep hourly teachers working with students who need interventions.	
<b>Describe the activities of the SAC for the upcoming school year</b>	
SAC has been interested in having our extended learning programs include enrichment activities. They are involved with planning for after school clubs that include academics and provide enrichment.	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>	
The projected use of SAC funds is for parent involvement functions including multicultural events.	
<b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b>	

In Compliance		
<b>If no, describe the measures being taken to comply with SAC requirements</b> We continue to look for parents who would like to serve on our SAC.		
<b>Highly Qualified Staff</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).		
<b>Administrators</b>		
<b># Administrators</b> 2		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Administrator Information:</b>		
<b>Sandra R. Cowley</b>		
Principal	Years as Administrator: 6	Years at Current School: 4
<b>Credentials</b>	B.S. Education, Master of Education, and Ed. Leadership Certification	
<b>Performance Record</b>	School Grades - 2010 - 2013. A, C, C, D Reading Proficiency: 77%, 66%, 53%, 50%. Math Proficiency: 68%, 63%, 48%, 31%. Science proficiency: 49%, 32%, 43%, 24%. Writing proficiency: 79%,89%, 71%, 42%. Annual Learning gains: Reading 65, 55, 60, 58. Math 56,53,65,38. Annual Learning Gains lowest 25%: Reading 72,51,66,56. Math: 60,52,59, 45.	
<b>Shannon Brennan</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
<b>Credentials</b>	B.S. Education, Master of Education, Ed. Leadership Certification	
<b>Performance Record</b>	2011/2012 - 2012/2013 Reading proficiency: 53% - 50%. Math proficiency: 48%- 31%.. Writing proficiency: 71% - 42%. Science proficiency: 43%, 24%. Annual learning gains: R- 60 - 58. Math - 65, 38. Annual learning gains lowest 25% Reading: 66,56. Math: 59, 45.	
<b>Instructional Coaches</b>		
<b># Instructional Coaches</b> 1		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		

<b>Michelle Gallagher</b>		
Full-time / District-based	Years as Coach: 6	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	B.S. Elementary Education. Master of Ed. Language Arts USF. Reading Endorsement and ESOL endorsement.	
<b>Performance Record</b>	This information is from the past two years when the coach was here 1 week every month. 2012 and 2013 FCAT. C/D. Reading proficiency: 53,50. Math proficiency: 48,31. Science proficiency: 43, 24. Writing proficiency: 71,41. Annual learning gains: 60 -58. Annual learning gains lowest 25% - Reading: 66, 56. Math: 59, 45.	
<b>Classroom Teachers</b>		
# of classroom teachers 51		
# receiving effective rating or higher 0%		
# 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. 51, 100%		
# ESOL endorsed 16, 31%		
# reading endorsed 3, 6%		
# with advanced degrees 18, 35%		
# National Board Certified 2, 4%		
# first-year teachers 4, 8%		
# with 1-5 years of experience 9, 18%		
# with 6-14 years of experience 22, 43%		
# with 15 or more years of experience 16, 31%		
<b>Education Paraprofessionals</b>		
# of paraprofessionals 0		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0		
<b>Other Instructional Personnel</b>		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals		
# receiving effective rating or higher		
<b>Teacher Recruitment and Retention Strategies</b>		
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.		

Interview and select the best candidates. Assign Mentor/teachers to coach new teachers. Teachers can be new to the profession, new to school or new to grade level. Partner "new" teachers with veteran teachers of that grade level or subject area. Veterans who mentor teachers new to the profession must also have the mentor training and be effective teachers.

### **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**

Mentors are selected based on their qualifications, knowledge, performance data and ability to coach. They are paired with teachers who will be teaching the same grade level/subjects. Planned Mentoring activities: Setting up classroom/behavior plans/duty/due dates/basic expectations. Assist with Open House Plans/ testing/data review/determine interventions/meet and plan together regularly. Mentees can observe mentors and/or mentor or literacy coach can co-teach in mentees class for any specific needs.

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

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

### **Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

All members of the SIP and MTSS teams have provided their input and analysis of the previous year's data. Students are placed in intervention groups and interventions are assigned based on student needs. Interventions are progress monitored and data is reviewed monthly. Interventions are changed as needed. Common assessment data is analyzed to determine the strength of core instruction.

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

Principal - ultimately responsible for MTSS systems. Works from a list to make sure that those who have been identified are moving. Assistant Principal facilitates the meetings, monitors data collection and analysis of common assessment and progress monitoring data. Intermediate Intervention teacher - provides Tier 3 interventions and organizes the scheduling of hourly teachers and student interventions. Counselor - 504 coordinator/calendar keeper/secretary. Psychologist performs data analysis and works with classroom teachers and interventionists to determine students in need of additional supports. Develops Tier 3 Problem Solving Worksheets for students in academic need. Social Worker works on attendance and family issues as well as addressing students with behavior concerns by developing FBAs and problem solving worksheets for students with behavioral needs.

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

Students in the MTSS process are assigned interventions based on academic and behavioral needs. Progress monitoring data is reviewed. Teachers meet with MTSS team to discuss next steps. Administration has a spreadsheet with these students listed and exactly where they are in the process - who is responsible for next steps and dates listed for next review.

### **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)**

Three times a year FAIR data is collected K-5th grade. Ongoing progress monitoring data is collected bi-weekly for Tier 2 and 3 students by the intervention teachers. Data is collected and analyzed every four to six weeks to determine appropriateness/success of intervention.

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

Classroom teachers, intervention teachers (ESE, ESOL, Title I hourly) work together to study data to determine the level of student's needs. Data from previous year is used to group students to make intervention grouping easier and student more accessible. Intervention teachers can then push in during intervention time to work with these students. All instructional staff know this way of work and contribute to the information necessary to making these decisions.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy: Extended Day for All Students**

**Minutes added to school year: 60**

**Strategy Purpose(s)**

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

**Strategy Description**

Our extended learning opportunities will be a combination of Promise Time Extended Learning, MHES Extended Learning and STEM and other Clubs (enrichment learning opportunities). Through the Juvenile Welfare Board/City of Largo, we are providing a combination of computer and tutor classes for students who are registered in the Largo Rec after School program. MHES will have an extended learning program for level 1 and 2 students. We will have a STEM club for higher level math/science students. There will also be a club day for enrichment.

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

Every student in the two extended learning programs will be assessed before and after to determine their progress.

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

In the Promise Time Program we have a paid facilitator. For the MHES program, we will use on site assessment data and computer data information and observations from the teachers who teach the after school program.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Sandra R. cowley	Principal
Shannon Brennan	Assistant Principal
Leesa Pearson	Intermediate Intervention Teacher
Cathy Torres	ESOL Teacher
Michelle Gallagher	Literacy Coach
Sharon Earle	2nd grade teacher/former coach
Bonnie Kay	First grade teacher

<p>Jessica Bullock Mary Riser D.J. Nicholson</p>	<p>3rd grade teacher first grade teacher ESE Teacher</p>
<p><b>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)</b> The LLT team will determine the school wide roll out of common core standards. They will work with the Literacy coach and at least one teacher from every grade level and each intervention group to share roll out strategies for common core standards and lesson planning.</p>	
<p><b>What will be the major initiatives of the LLT this year?</b> The Major initiatives for this year will be incorporating Common Core Standards and two new sets of Curriculum resource materials (reading/math) at every grade level. Teams will be learning to plan together using Common Core in order to increase the rigor and cognitive level expectations of our students.</p>	
<p><b>Every Teacher Contributes to Reading Instruction</b></p>	
<p><b>Describe how the school ensures every teacher contributes to the reading improvement of every student</b></p>	
<p><b>Preschool Transition</b> This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
<p><b>Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable</b> Pre-K teachers use curriculum aligned to K expectations in order to have their students prepared for K. Kindergarten teachers have an orientation in spring for the next year's students. Readiness skills are emphasized as well as academic and behavioral expectations. Parents are given take home materials and information to use to prepare their children on a variety of school readiness expectations.</p>	
<p><b>College and Career Readiness</b> This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
<p><b>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</b></p>	
<p><b>How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?</b></p>	
<p><b>Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <a href="#">High School Feedback Report</a>, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C</b></p>	

**Expected Improvements**

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

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

<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	54%	50%	No	59%
American Indian				
Asian				
Black/African American	31%	29%	No	38%
Hispanic	46%	43%	No	51%
White	60%	57%	No	64%
English language learners	25%	18%	No	33%
Students with disabilities	33%	13%	No	40%
Economically disadvantaged	50%	46%	No	55%

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

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	84	29%	
Students scoring at or above Achievement Level 4	59	20%	

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (FCAT 2.0 and FAA)	95	33%	
Students in lowest 25% making learning gains (FCAT 2.0)	160	56%	

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

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	51	56%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	35%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	28%	



<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5				
Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	48%	31%	No	54%
American Indian				
Asian				
Black/African American	37%	10%	No	43%
Hispanic	36%	24%	No	42%
White	53%	38%	No	57%
English language learners	25%	9%	No	33%
Students with disabilities	33%	6%	No	40%
Economically disadvantaged	45%	27%	No	51%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3				
Students scoring at or above Achievement Level 4				
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7				
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains				
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)				

<b>Middle School Acceleration</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
<b>Algebra I End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Geometry End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	15	16%	
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			

<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) Participation in STEM-related experiences provided for students			
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses Students taking CTE industry certification exams Passing rate (%) for students who take CTE industry certification exams CTE program concentrators CTE teachers holding appropriate industry certifications			
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	153	24%	
Students retained, pursuant to s. 1008.25, F.S.	15	2%	
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	55	9%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	2%	
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
<b>Area 9: Parent Involvement</b>			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
<b>Describe parental involvement targets for your school</b>			

We are working to increase family involvement in our curriculum activities in order to get parents involved as partners in their children's academic achievement. We are marketing these evenings as fun and informative and for their children's benefit. We are using family sign in cards for every event. Families with the most attendance have their cards in a drawing for a big end of the year prize.

**Specific Parental Involvement Targets**

<u>Target</u>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Family attendance at curriculum events	126	20%	40%

**Area 10: Additional Targets**

**Description of additional targets**

**Specific Additional Targets**

<u>Target</u>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
---------------	----------------------	----------------------	----------------------

**Goals Summary**

**Goal #1:**

Increase the percentage of students reading at level 3 or above on the reading FCAT 2.0 by 10%.

**Goal #2:**

Increase the percentage of students scoring level 3 or above on the Math FCAT 2.0 by 10%.

**Goal #3:**

Increase the percentage of students scoring 3.5 or above on the FCAT Writes! by 10%.

**Goal #4:**

Increase the percentage of students scoring level 3 or above on the Science FCAT by 10%.

**Goal #5:**

Increase the percentage of African American students scoring level 3 or above on the reading FCAT 2.0 by 10%.

**Goals Detail**

**Goal #1: Increase the percentage of students reading at level 3 or above on the reading FCAT 2.0 by 10%.**

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

- Resources Available to Support the Goal**
- County Wide Staff Development, Literacy Coach, PLC/Curriculum Meetings. Istation

- Targeted Barriers to Achieving the Goal**
- Fidelity of instruction. Lack of consistent instruction and knowledge of Common Core State Standards.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Student achievement data including Common Assessments and FAIR data.

**Person or Persons Responsible:**

Principal, Assistant Principal, MTSS team and teachers

**Target Dates or Schedule:**

Three times per year at each common assessment cycle and at progress monitoring cycles of 8 weeks.

**Evidence of Completion:**

Data meeting agendas and minutes

**Goal #2: Increase the percentage of students scoring level 3 or above on the Math FCAT 2.0 by 10%.**

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

**Resources Available to Support the Goal**

- Countywide staff development, Curriculum meetings and PLCs on the CCSS and Standards of Mathematical Practices.

**Targeted Barriers to Achieving the Goal**

- Fidelity and rigor within core instruction. Lack of knowledge of the 8 Mathematical Practices and Common Core Standards.

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Student achievement data chats and grade level data PLCs

**Person or Persons Responsible:**  
Principal and Assistant Principal

**Target Dates or Schedule:**  
Common Assessment cycles, progress monitoring

**Evidence of Completion:**  
Student achievement scores, walk through data, minutes from data chats

**Goal #3:                    Increase the percentage of students scoring 3.5 or above on the FCAT Writes! by 10%.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Districtwide literacy training, monthly curriculum meetings, Site based Literacy Coach

**Targeted Barriers to Achieving the Goal**

- Lack of consistent instruction and knowledge of the Common Core Standards.

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Professional development for writing lesson plans and student work will be monitored for alignment with Common Core Standards.

**Person or Persons Responsible:**  
Principal, Assistant Principal, Literacy Coach

**Target Dates or Schedule:**  
Common Assessment cycles, Progress monitoring cycles, data chats at PLC

**Evidence of Completion:**  
Student achievement data, PLC minutes, lesson plans

**Goal #4: Increase the percentage of students scoring level 3 or above on the Science FCAT by 10%.**

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- NGSSS and Common Core Science Standards, District curriculum guides, onsite STEM lab

**Targeted Barriers to Achieving the Goal**

- Lack of fidelity of instruction and knowledge of science standards in kindergarten through fifth grade.

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Alignment of science standards, district curriculum and classroom lesson plans

**Person or Persons Responsible:**  
Principal, Assistant Principal

**Target Dates or Schedule:**  
Weekly planning, PLCs, walkthroughs and monthly curriculum meetings

**Evidence of Completion:**  
Classroom observations, lesson plans, PLC minutes and curriculum agendas

**Goal #5: Increase the percentage of African American students scoring level 3 or above on the reading FCAT 2.0 by 10%.**

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- Countywide Professional Development, Literacy Coach, PLC/Curriculum Meetings, IStation

**Targeted Barriers to Achieving the Goal**

- Fidelity of consistent small group instruction and knowledge of Common Core Standards.

**Plan to Monitor Progress Toward the Goal**

**Action:**  
Implementation small group instruction on student achievement data

**Person or Persons Responsible:**  
Principal, Assistant Principal, Literacy Coach

**Target Dates or Schedule:**  
Monthly curriculum meetings, PLC, coaching cycles

**Evidence of Completion:**  
Student achievement data, PLC minutes, coaching logs

**Action Plan for Improvement**

<b>Goal #1:</b>	Increase the percentage of students reading at level 3 or above on the reading FCAT 2.0 by 10%.
<b>Barrier #1:</b>	Fidelity of instruction. Lack of consistent instruction and knowledge of Common Core State Standards.
<b>Strategy #1 to Overcome the Barrier</b>	Professional development in core reading and small group instruction.

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

**Action:**

Common Core Standards Instruction, Small group instruction and core reading instruction

**Person or Persons Responsible:**

Principal, Assistant Principal, Literacy Coach, Teachers

**Target Dates or Schedule:**

Ongoing, monthly curriculum meetings, PLC, Coaching cycles

**Evidence of Completion:**

Agendas, coaching cycles, fidelity checks, lesson plans, IPDPs

**Facilitator:**

Principal, Assistant Principal, Literacy Coach

**Participants:**

Principal, Assistant Principal, Literacy Coach, Teachers

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

**Action:**

Core instruction, small group instruction

**Person or Persons Responsible:**

Principal, Assistant Principal, Literacy Coach

**Target Dates or Schedule:**

Ongoing, coaching cycles

**Evidence of Completion**

Agendas, Coaches logs, fidelity checks,

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

**Action:**

Core instruction and small group instruction

**Person or Persons Responsible:**

Principal, Assistant Principal, Literacy Coach

**Target Dates or Schedule:**

Ongoing, coaching cycles, common assessment cycles

**Evidence of Completion:**

Fidelity checks, student achievement data



<b>Goal #2:</b>	Increase the percentage of students scoring level 3 or above on the Math FCAT 2.0 by 10%.
<b>Barrier #1:</b>	Fidelity and rigor within core instruction. Lack of knowledge of the 8 Mathematical Practices and Common Core Standards.
<b>Strategy #1 to Overcome the Barrier</b>	Expand teacher knowledge of Common Core math standards and instructional strategies through professional development and grade level planning.

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

**Action:**

Professional development within core math instruction and collaborative planning within grade levels.

**Person or Persons Responsible:**

Principals, Assistant Principal, Teachers

**Target Dates or Schedule:**

Monthly curriculum planning, weekly PLCs

**Evidence of Completion:**

Curriculum agendas, PLC agendas, team PLC minutes, lesson plans

**Facilitator:**

Principal, Assistant Principal, Teachers

**Participants:**

Principals, Assistant Principal, Teachers

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

**Action:**

Administrators will monitor the alignment and implementation of grade level math curriculum and standards with lesson plans.

**Person or Persons Responsible:**

Principal, Assistant Principal

**Target Dates or Schedule:**

Daily walkthroughs and weekly lesson plan checks.

**Evidence of Completion**

Lesson plans and walkthrough notes

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

**Action:**

AP will monitor grades K, 3, 5 and Principal will monitor 1, 2, 4th grades using walk through data, observation data, and team and individual conversations.

**Person or Persons Responsible:**

Administrators will review PLC planning notes and will participate in PLCs on a rotational basis. Lead teachers will facilitate planning and alignment to CCSS.

**Target Dates or Schedule:**

Weekly PLCs and monthly curriculum meetings

**Evidence of Completion:**

Evidence will be in the notes posted on server, walk through observations and data from common assessments.

<b>Goal #3:</b>	Increase the percentage of students scoring 3.5 or above on the FCAT Writes! by 10%.
<b>Barrier #1:</b>	Lack of consistent instruction and knowledge of the Common Core Standards.
<b>Strategy #1 to Overcome the Barrier</b>	Professional development in literacy to specifically address writing component.

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

**Action:**

Common Core Standards instruction in writing

**Person or Persons Responsible:**

Principal, Assistant Principal, Literacy Coach

**Target Dates or Schedule:**

Coaching cycles, monthly curriculum meetings, PLC meetings

**Evidence of Completion:**

Coaches logs, Curriculum agendas, PLC minutes

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

**Action:**

Implementation of Common Core Standards in literacy/writing

**Person or Persons Responsible:**

Principal, Assistant Principal

**Target Dates or Schedule:**

Ongoing walk throughs in classrooms during literacy block.

**Evidence of Completion**

Coaches logs, lesson plans, walk through data

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

**Action:**

Implementation of Common Core Standards in literacy and district literacy modules.

**Person or Persons Responsible:**

Principal, Assistant Principal

**Target Dates or Schedule:**

Ongoing, monthly curriculum meetings, PLC Data chats

**Evidence of Completion:**

Student achievement data, walk through data, lesson plans

<b>Goal #4:</b>	Increase the percentage of students scoring level 3 or above on the Science FCAT by 10%.
<b>Barrier #1:</b>	Lack of fidelity of instruction and knowledge of science standards in kindergarten through fifth grade.
<b>Strategy #1 to Overcome the Barrier</b>	Professional development on science standards, grade level curriculum and implementation.

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

**Action:**

Observations of instruction in the lab and in K-5 classrooms.

**Person or Persons Responsible:**

Principal, Assistant Principal

**Target Dates or Schedule:**

Science observations will be done on a rotational basis.

**Evidence of Completion:**

Notes from observations and increased scores on science common assessments and FCAT 2.0.

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

**Action:**

Administrators will monitor implementation of science curriculum. Lab managers in grades 3-5 will ensure those teachers understand the inquiries and materials are accessible.

**Person or Persons Responsible:**

Principal, Assistant Principal, Science lab managers.

**Target Dates or Schedule:**

Curriculum meetings, PLCs

**Evidence of Completion**

Monthly curriculum meeting agendas, PLC minutes, lesson plans

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

**Action:**

Alignment of science standards, district curriculum and classroom lesson plans

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Weekly PLCs and walk throughs

**Evidence of Completion:**

Curriculum agendas, walk through observations, lesson plans

<b>Goal #5:</b>	Increase the percentage of African American students scoring level 3 or above on the reading FCAT 2.0 by 10%.
<b>Barrier #1:</b>	Fidelity of consistent small group instruction and knowledge of Common Core Standards.
<b>Strategy #1 to Overcome the Barrier</b>	Professional development in Common Core Standards for core reading and small group instruction.

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

**Action:**

Monitor small group reading and core instruction for alignment to common core standards and student needs.

**Person or Persons Responsible:**

Principal, Assistant Principal, Literacy Coach

**Target Dates or Schedule:**

Ongoing, monthly curriculum meetings, PLCs, coaching cycles

**Evidence of Completion:**

agenda, coaching logs, lesson plans, fidelity checks

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

**Action:**

Core instruction and small group instruction alignment to standards and needs of students.

**Person or Persons Responsible:**

Principal, Assistant Principal, Literacy Coach

**Target Dates or Schedule:**

Coaching cycles, PLC, ongoing walk throughs

**Evidence of Completion**

lesson plans, coaching logs, PLC minutes, walk through data

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

**Action:**

Core and small group instruction

**Person or Persons Responsible:**

Principal, Assistant Principal,

**Target Dates or Schedule:**

Common assessment cycles and progress monitoring data chats

**Evidence of Completion:**

Student achievement data - common assessments and progress monitoring data

**Coordination and Integration**

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

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

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

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

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

**Goal #1:** Increase the percentage of students reading at level 3 or above on the reading FCAT 2.0 by 10%.

**Barrier #1:** Fidelity of instruction. Lack of consistent instruction and knowledge of Common Core State Standards.

**Strategy #1:** Professional development in core reading and small group instruction.

**Action Step #1:** Common Core Standards Instruction, Small group instruction and core reading instruction

**Facilitator leader**

Principal, Assistant Principal, Literacy Coach

**Participants**

Principal, Assistant Principal, Literacy Coach, Teachers

**Target dates or schedule**

Ongoing, monthly curriculum meetings, PLC, Coaching cycles

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

Agendas, coaching cycles, fidelity checks, lesson plans, IPDPs  
(Person Responsible: Principal, Assistant Principal, Literacy Coach, Teachers)

**Goal #2:** Increase the percentage of students scoring level 3 or above on the Math FCAT 2.0 by 10%.

**Barrier #1:** Fidelity and rigor within core instruction. Lack of knowledge of the 8 Mathematical Practices and Common Core Standards.

**Strategy #1:** Expand teacher knowledge of Common Core math standards and instructional strategies through professional development and grade level planning.

**Action Step #1:** Professional development within core math instruction and collaborative planning within grade levels.

**Facilitator leader**

Principal, Assistant Principal, Teachers

**Participants**

Principals, Assistant Principal, Teachers

**Target dates or schedule**

Monthly curriculum planning, weekly PLCs

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

Curriculum agendas, PLC agendas, team PLC minutes, lesson plans  
(Person Responsible: Principals, Assistant Principal, Teachers )

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

Goal	Description	Total
Goal #1	Increase the percentage of students reading at level 3 or above on the reading FCAT 2.0 by 10%.	\$192,510
Goal #2	Increase the percentage of students scoring level 3 or above on the Math FCAT 2.0 by 10%.	\$58,490
	Total	\$251,000

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

Resource Type	Other	Total
Title I	\$251,000	\$251,000
Total	\$251,000	\$251,000

**Budget Detail**

**Goal #1:** Increase the percentage of students reading at level 3 or above on the reading FCAT 2.0 by 10%.

**Barrier #1:** Fidelity of instruction. Lack of consistent instruction and knowledge of Common Core State Standards.

**Strategy #1:** Professional development in core reading and small group instruction.

**Action Step #1:** Common Core Standards Instruction, Small group instruction and core reading instruction

**Resource Type** Other

**Resource** Hourly Teachers, Classroom materials, professional development

**Funding Source** Title I

**Amount Needed** \$192,510

**Goal #2:** Increase the percentage of students scoring level 3 or above on the Math FCAT 2.0 by 10%.

**Barrier #1:** Fidelity and rigor within core instruction. Lack of knowledge of the 8 Mathematical Practices and Common Core Standards.

**Strategy #1:** Expand teacher knowledge of Common Core math standards and instructional strategies through professional development and grade level planning.

**Action Step #1:** Professional development within core math instruction and collaborative planning within grade levels.

**Resource Type** Other

**Resource** Hourly Teachers, professional development, software

**Funding Source** Title I

**Amount Needed** \$58,490