

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 2531 - Mount Vernon Elementary School
District: 52 - Pinellas
Principal: Peggy Pearson
SAC Chair: DeAnna Dunford
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/31/2013

Address:	<u>Physical</u>	<u>Mailing</u>
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Phone Number:	727-893-1815	
Web Address:	http://www.mtvernon-es.pinellas.k12.fl.us	
Email Address:	2531.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	81%			
Minority:	50%			
School Grade History:	<u>2012-13</u> C	<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

Current School Status	
School Information	
School-Level Information	
School Mount Vernon Elementary School	
Principal's name Peggy Pearson	
School Advisory Council chair's name DeAnna Dunford	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Peggy Pearson	Principal
Lori Godek	Assistant Principal
DeAnna Dunford	Rtl Coordinator
Mary Salazar	Curriculum Specialist
Jennifer Peers	Behavior Specialist
David Tichenor	School Psychologist
Karen Marinari	Social Worker
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	
Our SAC members include parents, school staff and school administrators. The committee membership reflects or ethnic population.	
Describe the involvement of the SAC in the development of this school improvement plan	
The SAC reviews achievement data and current school processes. SAC members provide input into the school improvement plan, participates in editing and revising the draft SIP and votes to approve the final plan.	
Describe the activities of the SAC for the upcoming school year	
Our SAC will meet three times this year to review data, the SIP, and Title I plans. Peggy Pearson, Principal will present relevant district and school-based information as it becomes available.	
Describe the projected use of school improvement funds and include the amount allocated to each project	
SAC funds will be used to purchase student agendas.	
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:

Peggy Pearson

Principal

Years as Administrator: 12

Years at Current School: 12

Credentials

B.A. Elementary Education (SLD,VE)
M.Ed. Educational Leadership, Certified in School Administration

Performance Record

2013-State Grade C 50% Proficient in Reading, 60% Making Learning Gains, 50% of the Lowest 25% Making Learning Gains. 47% Proficient in Math, 58% Making Learning Gains, 59% of the Lowest 25% Making Learning Gains. 58% Scoring 3.5 or above in Writing. 54% Proficient in Science.
2012-49% proficiency in reading with 52% learning gains, and 63% of the lowest 25% making gains. 46% proficiency in math, 53% learning gains and 60% of the lowest 25% made gains
Mount Vernon was an A school from 2004-2010 maintaining 50% or greater of the lowest 25% making learning gains. In 2009, Mount Vernon became a Prevent I school. In 2011 and 2012 we earned a C grade.

Lori Godek

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

B.A. Special Education M. Ed Leadership, Certified in School Administration

Performance Record

2013-State Grade C 50% Proficient in Reading, 60% Making Learning Gains, 50% of the Lowest 25% Making Learning Gains. 47% Proficient in Math, 58% Making Learning Gains, 59% of the Lowest 25% Making Learning Gains. 58% Scoring 3.5 or above in Writing. 54% Proficient in Science.
2012-State Grade D 49% Proficient in Reading, 50% making learning gains. 42% of the lowest 25% making learning gains. 53% Proficient in Math, 50% making learning gains, 41% of the lowest 25% making learning gains. 2011- State Grade C; 2010 - State Grade C (Rdg – 64% proficiency, 57% learning gains, 70% learning gains for lowest 25%, Math - 55% proficiency, 45% learning gains, 55% learning gains for lowest 25% , Science – 30% proficiency, Writing – 90% proficiency AYP No (79%) 2010 - State Grade C Rdg – 62% proficiency

Instructional Coaches

# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Tammy Seals		
Part-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	B.S. in Biology, M.S. Elementary Education	
Performance Record	2013- State Grade D; 34% proficiency in math, 38% proficiency in reading, 32% proficiency in science, 58% proficiency in writing, 69% annual learning gains in math, 54% learning gains in reading, 68% annual learning gains in the Lowest 25% in math, 55% annual learning gains in the Lowest 25% in reading	
Classroom Teachers		
# of classroom teachers 30		
# receiving effective rating or higher 26, 87%		
# 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. 30, 100%		
# ESOL endorsed 15, 50%		
# reading endorsed 1, 3%		
# with advanced degrees 8, 27%		
# National Board Certified 2, 7%		
# first-year teachers 3, 10%		
# with 1-5 years of experience 4, 13%		
# with 6-14 years of experience 1, 3%		
# with 15 or more years of experience 11, 37%		
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)		
# of paraprofessionals 0		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0		
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 11		
# receiving effective rating or higher 0%		
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.

1. Professional Learning Communities to promote professional sharing and growth. (Administrators and Team Leaders)
2. Monthly recognition of staff contributions to the teamwork philosophy that Mt. Vernon Elementary embraces. Staff members write notes thanking colleagues for acts of kindness and assistance. These words of appreciation are shared at monthly staff meetings. (Administrators)
3. Staff Appreciate Cook-Outs during lunch time sponsored by the administrators.

Teacher Mentoring Program/Plan

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

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

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

Lisa Robertson (mentor) will be Jackie Roszkowski and Susan Wannamaker (first year 3rd teachers). Lisa is a veteran teacher. Carol Dinsdale (mentor) will be paired with Fode Toure (first year Gifted teacher). Carol is a special education teacher. The mentors and first year teachers will meet as needed to provide support for the first year teachers. Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.

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

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

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

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

The data-based problem-solving process is used to determine the effectiveness of our Tier One core instruction. Reviewing data, walk-throughs and teacher observations allow school administrators to identify strengths and weakness of the core instruction. Opportunities for growth are implemented based on the data.

All students in Tier One receive the core curriculum instruction. Assessment data identifies students not meeting grade level expectations. The following process is used to determine the needs of our students and enables us to address their learning problems. Students who move into Tier Two interventions are progress monitored twice a month using DIBELS DAZE. Their progress monitoring data is entered on a database that is on the server so that teachers can view their students' progress. Tier Two interventions may be changed due to a lack of progress. Students who continue to score below expectations on assessments may be moved to Tier Three at which a Problem Solving Worksheet is developed and implemented in order to find the strategies that will lead to a positive response to the intervention. Tier Three students are progress monitored weekly using AIMSWEB probes. Progress monitoring data is graphed against class, grade-level, and school-wide trends as appropriate. Behavior baseline data is determined using a site-based behavior database. Behavior baseline data is determined using a site-based behavior database. Behavior data is tracked using the Behavior Database and RTI frequency forms and chart.

Our problem-solving process is used to review our processes and make informed decisions about barriers, goals and strategies that have been implemented or need to be implemented.

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

Facilitator (DeAnna Dunford, Rtl Coach)– generates agenda and leads team discussions

-Data Manager(DeAnna Dunford, David Tichenor, School Psychologist) – assist team in accessing and interpreting (aggregating/disaggregating) the data

-Technology Specialist (David Tichenor) – brokers technology necessary to manage and display data

-Recorder/Note Taker (Mary Salazar, Curriculum Specialist) – 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(Peggy Pearson, Principal) –helps team begin on time and ensures adherence to agreed upon agenda

Academic and behavioral data from previous year's assessments are gathered to analyze and evaluate school wide and subgroup trends. Once needs are identified, ways to address these needs are developed. Student needs will be addressed by identifying appropriate intervention programs for all Tiers. Additional support for teachers to drive Tier I instruction is then provided through professional development geared towards the identified instructional needs.

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

The leadership team meets with classroom teachers twice a year to analyze FCAT and district common assessment data. Interventions are matched to tier 2 and tier 3 students. Enrichment activities are matched to tier 1 students as needed. SIP goals and action plans are reviewed for effectiveness. Throughout the year the leadership team monitors the SIP action plans and the MTSS in the following ways: classroom walk-throughs, attending PLCs, reviewing additional data sources data i.e. DIBELS progress monitoring, SAT 10, etc.

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)

All students in Tier One receive the core curriculum instruction. Students not meeting grade level expectations with Tier One instruction is determined using FCAT and Common Assessment data for Math, Science and Writing and FAIR data, weekly FCAT skill tests. These students move into Tier Two interventions and are progress monitored twice a month using DIBELS DAZE.

Their progress monitoring data is entered on a database that is on the server so that teachers can view their students' progress. Tier Two interventions may be changed due to a lack of progress. Students who continue to score below expectations on assessments may be moved to Tier Three at which a Problem Solving Worksheet is developed and implemented. Tier Three students are progress monitored weekly using AIMSWEB probes. Progress monitoring data is graphed against class, grade-level, and school-wide trends as appropriate. Behavior baseline data is determined using a site-based behavior database. Behavior baseline data is determined using a site-based behavior database. Behavior data is tracked using the Behavior Database and RTI frequency forms and charts. The leadership team monitors the effectiveness of the core by reviewing disaggregated assessment data sources, attending PLCs, and classroom walk-throughs.

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

The staff receives training on the Rtl process during curriculum meetings and Professional Learning Communities.

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: Extended Day for All Students

Minutes added to school year: 1,200

Strategy Purpose(s)

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

Strategy Description

Jan Richardson guided reading instruction, Core curriculum intervention, Headsprout Early Reading, FCAT Explorer and the use of Reading Counts books and quizzes will be used during Extended Learning.

Promise Time tutoring will include i-ready assessment, computer-based instruction, small group instruction using researched based curriculum and enrichment activities.

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

Common assessment data such as FAIR and running records, i-ready assessments, as well as FCAT scores will be used to measure student progress.

Who is responsible for monitoring implementation of this strategy?

The Curriculum Specialist will monitor the implementation of the strategies used.

Literacy Leadership Team (LLT)

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

Name	Title
Peggy Pearson	Principal
Lori Godek	Assistant Principal
DeAnna Dunford	RtI Coordinator
Mary Salazar	Curriculum Specialist

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

Our LLT meets to review current reading data and align instruction to meet the needs of our students. 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).

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

Our focus will be on Common Core Standards. We will continue to implement Jan Richardson's Guided Reading strategies. Teachers have also received training in Close Reading and will be collaboratively planning lessons.

Every Teacher Contributes to Reading Improvement

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

Our school's process is as follows: The leadership team and classroom teachers use FAIR data and running record levels to identify the strengths and weaknesses of each student. Teachers plan reading instruction based on the assessment data. Hourly teachers provide an added layer of support for Tier 2 and 3 students. Progress monitoring data is reviewed by the teacher and leadership team to ensure student progress.

Preschool Transition

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

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

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

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

Expected Improvements

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

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	50%	No	63%
American Indian				
Asian				
Black/African American	46%	35%	No	51%
Hispanic	73%	48%	No	76%
White	65%	54%	No	69%
English language learners				
Students with disabilities	37%	26%	No	43%
Economically disadvantaged	56%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	27%	37%
Students scoring at or above Achievement Level 4	55	20%	30%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Learning Gains			
	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	163	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	136	50%	60%
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)	15	68%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		48%
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	52	59%	90%
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	60%	47%	No	64%
American Indian				
Asian				
Black/African American	45%	23%	No	51%
Hispanic	70%	48%	No	73%
White	68%	53%	No	71%
English language learners				
Students with disabilities	37%	24%	No	43%
Economically disadvantaged	58%	38%	No	63%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		87	31%	41%
Students scoring at or above Achievement Level 4		39	14%	24%
Learning Gains				
		2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		158	58%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		161	59%	69%
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		31	32%	42%
Students scoring at or above Achievement Level 4		20	20%	23%
Florida Alternate Assessment (FAA)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7				
Area 5: Science, Technology, Engineering, and Mathematics (STEM)				
All Levels				
		2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)		20		28
Participation in STEM-related experiences provided for students		317	63%	80%
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	120	19%	9%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	0%
Students who are not proficient in reading by third grade	9	1%	0%
Students who receive two or more behavior referrals	53	8%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	35	5%	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			
We will be using our Title I Parent Involvement Plan to address parental involvement.			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Increase students' ability to write a grade level appropriate expository or narrative piece through the use of writing strategies and conventions.

Goal #2:

Increase the students' ability to solve mathematical problems through the use of problem solving strategies.

Goal #3:

Increase students' ability to understand science concepts through the use of hands-on activities

Goal #4:

Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

Goal #5:

Reduce the number of students who receive one or more behavior referrals by 50%.

Goals Detail

Goal #1: Increase students' ability to write a grade level appropriate expository or narrative piece through the use of writing strategies and conventions.

Targets Supported • Writing

Resources Available to Support the Goal • Core curriculum, Pinellas County Units of Study, writing journals, routine writing

Targeted Barriers to Achieving the Goal • Time constraints. Not enough time to address the writing needs of students during a dedicated writing block.
• (African American) Wide range of ability levels that need to be addressed

Plan to Monitor Progress Toward the Goal

Action:

Meet with PLCs and review PLC minutes

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

August-June

Evidence of Completion:

PLC minutes

Goal #2: Increase the students' ability to solve mathematical problems through the use of problem solving strategies.

Targets Supported • 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

- Core curriculum, MFAS, CPalms, manipulatives, journals, journal rubrics, Smartboard and GoMath lessons, Xtramath

Targeted Barriers to Achieving the Goal

- Rote memorization of math facts does not provide the necessary foundation for students to solve math problems.
- (African American) Rote memorization of math facts does not provide the necessary foundation for students to solve math problems.

Plan to Monitor Progress Toward the Goal

Action:

Meet with PLCs to discuss progress

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

September-June

Evidence of Completion:

PLC minutes

Goal #3: Increase students' ability to understand science concepts through the use of hands-on activities

Targets Supported • Science - Elementary School

Resources Available to Support the Goal

- Core curriculum, Pinellas County Science Units of Study and lessons in the 5 E Lesson Format, measurement tools, journals, journal rubrics,

Targeted Barriers to Achieving the Goal

- Rote memorization of science vocabulary does not lead to an understanding of science concepts
- Students are not motivated to learn science concepts by reading about them in a textbook. (African American)

Plan to Monitor Progress Toward the Goal

Action:

Meet with PLCs to monitor progress

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

August-June

Evidence of Completion:

PLC minutes

Goal #4: Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

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

Resources Available to Support the Goal

- effective classroom teachers, in-class modeling and coaching on a bi-weekly basis with a district reading coach during instruction time, hourly teachers who are trained to use researched-based reading strategies, high interest leveled books,

Targeted Barriers to Achieving the Goal

- Providing differentiated instruction is challenging due to the wide-range of readiness levels.
- (African American) Providing differentiated instruction is challenging due to the wide-range of readiness levels.

Plan to Monitor Progress Toward the Goal

Action:

Review/analyze Common Assessment, FAIR, running records and FCAT scores for progress noting children who are working with a tutor/mentor and their progress.

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

January, May, June

Evidence of Completion:

In January, minutes will be recorded, document student progress. In May, promotion and retentions will be decided based on achievement data. The number of students being retained will be documented. In June, FCAT data is available.

Goal #5:	Reduce the number of students who receive one or more behavior referrals by 50%.
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- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Writing
 - Math
 - Math - Elementary and Middle School
 - Math - Elementary and Middle AMO's
 - Math - Elementary and Middle FCAT 2.0
 - Math - Elementary and Middle FAA
 - Math - Elementary and Middle Learning Gains
 - Science
 - Science - Elementary School

Resources Available to Support the Goal

- Champs, Behavior Specialist, Token Economy (Mt. Vernon Bucs Program)

Targeted Barriers to Achieving the Goal

- Not all teachers and staff have the same behavior expectations.

Plan to Monitor Progress Toward the Goal

Action:
Review the data monthly (number of students receiving behavior referrals)

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Summary of data

Action Plan for Improvement

Goal #1:	Increase students' ability to write a grade level appropriate expository or narrative piece through the use of writing strategies and conventions.
Barrier #1:	Time constraints. Not enough time to address the writing needs of students during a dedicated writing block.
Strategy #1 to Overcome the Barrier	Integrate writing with other subject areas through the use of content journals.

Step #1 to Implement Strategy #1

Action:
Teach writing skills and concepts per standards. Plan content lessons with a writing integration piece.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
August-June

Evidence of Completion:
Lesson Plans

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

Action:
walk throughs and observations

Person or Persons Responsible:
Principal and Assistant Principal

Target Dates or Schedule:
August-June

Evidence of Completion
observation documentation

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

Action:
Review assessment data

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
October, January, June

Evidence of Completion:
data analysis summary

Goal #1:	Increase students' ability to write a grade level appropriate expository or narrative piece through the use of writing strategies and conventions.
Barrier #2:	(African American) Wide range of ability levels that need to be addressed
Strategy #1 to Overcome the Barrier	(African American) Integrate writing with other subject areas through the use of content journals.

Step #1 to Implement Strategy #1

Action:

Plan writing integration in content areas. Address the needs of students through content journals and integration

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

Lesson Plans student journals

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

Action:

Walk throughs and observations

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

August-June

Evidence of Completion

Observation documentation

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

Action:

Review assessment data

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

October, January, June

Evidence of Completion:

summary of data analysis

Goal #2:	Increase the students' ability to solve mathematical problems through the use of problem solving strategies.
Barrier #1:	Rote memorization of math facts does not provide the necessary foundation for students to solve math problems.
Strategy #1 to Overcome the Barrier	Teach basic math fact thinking and mental math strategies per standards and administer six minute fact tests as grade appropriate.

Step #1 to Implement Strategy #1

Action:

teachers identify basic fact thinking strategies in common core curriculum teachers teach thinking strategies Assess students knowledge of basic math facts using manipulatives and administer the 6 minute fact tests in appropriate grades

Person or Persons Responsible:

classroom teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

lesson plans

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

Action:

Review lesson plans, classroom walk-throughs, observations

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

August-June

Evidence of Completion

Lesson Plans, observation documentation

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

Action:

Review assessment data

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

October, January, June

Evidence of Completion:

Data analysis summary

Goal #2:	Increase the students' ability to solve mathematical problems through the use of problem solving strategies.
Barrier #1:	Rote memorization of math facts does not provide the necessary foundation for students to solve math problems.
Strategy #2 to Overcome the Barrier	Teach problem solving strategies per grade level standards.

Step #1 to Implement Strategy #2 - Budget Item

Action:

Teachers identify grade level appropriate problem solving strategies. Teachers teach strategies. Teachers monitor the use of strategies by students through observation and assessment data.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

Lesson Plans, documentation of assessment data

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

Action:

Classroom walk throughs and observations

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

August-June

Evidence of Completion

Observation documentation

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

Action:

Review assessment data

Person or Persons Responsible:

Leadership Team and Teachers

Target Dates or Schedule:

October, January and June

Evidence of Completion:

Data analysis summary

Goal #2:	Increase the students' ability to solve mathematical problems through the use of problem solving strategies.
Barrier #3:	(African American) Rote memorization of math facts does not provide the necessary foundation for students to solve math problems.
Strategy #1 to Overcome the Barrier	Teach basic math fact thinking strategies and mental strategies per standards and administer six minute fact tests as grade appropriate.

Step #1 to Implement Strategy #1

Action:

Identify math thinking strategies and mental math strategies in common core curriculum. Teach strategies. Assess students' use of strategies through observation and testing results.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

lesson plans, documentation of testing results

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

Action:

Walk throughs and observations

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

August-June

Evidence of Completion

Observation documentation

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

Action:

Review assessment data

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

October, January, June

Evidence of Completion:

Data analysis summary

Action Step(s) Missing for Goal #2, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Increase students' ability to understand science concepts through the use of hands-on activities
Barrier #1:	Rote memorization of science vocabulary does not lead to an understanding of science concepts
Strategy #1 to Overcome the Barrier	The use of hands-on science activities to teach concepts

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Plan and implement hands-on science lessons

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

Lesson plans and observation documentation

Facilitator:

District science workshop leaders

Participants:

Teachers

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

Action:

Walk throughs and observations

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

August-June

Evidence of Completion

Observation documentation

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

Action:

Review assessment data

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

October, January, June

Evidence of Completion:

summary of data analysis

Goal #3:	Increase students' ability to understand science concepts through the use of hands-on activities
Barrier #2:	Students are not motivated to learn science concepts by reading about them in a textbook. (African American)
Strategy #1 to Overcome the Barrier	(African American) Use hands-on science lessons to motivate students and build a an understanding of science concepts

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Teachers plan and implement hand-on science activities

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

Lesson Plans and observations

Facilitator:

District science workshop leaders

Participants:

Teachers

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

Action:

Walk throughs and observations

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

August-June

Evidence of Completion

Observation documentation

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

Action:

Review assessment data

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

October, January, June

Evidence of Completion:

data analysis summary

Goal #4:	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.
Barrier #1:	Providing differentiated instruction is challenging due to the wide-range of readiness levels.
Strategy #1 to Overcome the Barrier	Provide research-based interventions for students not reading on grade level.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

schedule training for hourly teachers on interventions schedule students for interventions based on assessment data

Person or Persons Responsible:

Rtl Coach

Target Dates or Schedule:

August-February

Evidence of Completion:

Sign-in sheets from training sessions hourly teacher schedules with students' name and prescribed interventions

Facilitator:

District LLI trainers ELI provides training core intervention Rtl Coach for Beck, Quick Reads

Participants:

Rtl Coach

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

Action:

deliver research-based interventions per schedules

Person or Persons Responsible:

Hourly teachers and Classroom Teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

Lesson plans/walk-throughs

Facilitator:

Literacy Team provide Jan Richardson, Gradual Release training, and Close Read

Participants:

Hourly teachers and Classroom Teachers

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

Action:

observe interventionist deliver instruction using observation checklist

Person or Persons Responsible:

Curriculum Specialist and Rtl Coach

Target Dates or Schedule:

September-May

Evidence of Completion

Observation checklist

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

Action:

Review progress monitoring data and assessment data

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

October, January and May

Evidence of Completion:

summary of data analysis

Goal #4:	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.
Barrier #1:	Providing differentiated instruction is challenging due to the wide-range of readiness levels.
Strategy #3 to Overcome the Barrier	Assign mentors and tutors to work with students who are reading below grade level.

Step #1 to Implement Strategy #3

Action:
 Compile a list mentors and tutors and download L25% from Portal

Person or Persons Responsible:
 School Secretary

Target Dates or Schedule:
 July-August

Evidence of Completion:
 List of mentor/tutors and students

Step #2 to Implement Strategy #3

Action:
 Match students to mentor/tutors

Person or Persons Responsible:
 Curriculum Specialist/Rti Coach

Target Dates or Schedule:
 September

Evidence of Completion:
 List

Step #3 to Implement Strategy #3

Action:
 work with students once a week

Person or Persons Responsible:
 Tutors and mentors

Target Dates or Schedule:
 September-June

Evidence of Completion:
 sign-in sheets

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

Action:

Walk-throughs to observe tutors and mentors working with students,

Person or Persons Responsible:

Leadership team

Target Dates or Schedule:

September-June

Evidence of Completion

Documentation of walk-throughs

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

Action:

Review assessment data

Person or Persons Responsible:

Leadership team

Target Dates or Schedule:

October, January, June

Evidence of Completion:

Summary of data analysis

Goal #4:	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.
Barrier #2:	(African American) Providing differentiated instruction is challenging due to the wide-range of readiness levels.
Strategy #1 to Overcome the Barrier	Analyze assessment data of the students in the African American sub group.

Step #1 to Implement Strategy #1 - Budget Item

Action:

Analyze student assessment data in PLCs and data meetings

Person or Persons Responsible:

Leadership team and classroom teachers

Target Dates or Schedule:

August, October, January,

Evidence of Completion:

Summary of data analysis

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

Action:

Meet with PLCs and hold data meetings to review data

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

September-June

Evidence of Completion

Meeting agendas, minutes

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

Action:

Review PLC minutes and data meeting minutes to ensure all of the African American students who are not meeting grade level expectations are identified and monitored.

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

September-June

Evidence of Completion:

Meeting minutes

Goal #4:	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.
Barrier #2:	(African American) Providing differentiated instruction is challenging due to the wide-range of readiness levels.
Strategy #2 to Overcome the Barrier	Provide research-based interventions for African American students not reading on grade level,

Step #1 to Implement Strategy #2

Action:

Assign interventions to students who are not meeting grade level expectations

Person or Persons Responsible:

RtI Coach/Curriculum Specialist

Target Dates or Schedule:

September-June

Evidence of Completion:

The intervention schedule

Step #2 to Implement Strategy #2

Action:

Deliver interventions as scheduled

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

September-June

Evidence of Completion:

Attendance data

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

Action:

Walk throughs, Observations

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

September-June

Evidence of Completion

Observation Documentation

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

Action:

Review progress monitoring and assessment data.

Person or Persons Responsible:

Leadership Team

Target Dates or Schedule:

October, January, June

Evidence of Completion:

Summary of data analysis

Goal #4:	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.
Barrier #2:	(African American) Providing differentiated instruction is challenging due to the wide-range of readiness levels.
Strategy #3 to Overcome the Barrier	Assign mentors or tutors for African American students who are not reading on grade level or lack motivation to complete classwork or homework.

Step #1 to Implement Strategy #3

Action:

Create a database of volunteer tutors/mentors. Assign a tutors/mentors to student in the L35% Volunteers meet with student once a week during lunch time beginning in September/October

Person or Persons Responsible:

School Secretary, Curriculum Specialist, Rtl Coach

Target Dates or Schedule:

August/September

Evidence of Completion:

Database Volunteer attendance documentation

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

Action:

Review database of volunteers/student partnerships. Review attendance documentation of volunteers who are working with students

Person or Persons Responsible:

Principal

Target Dates or Schedule:

September

Evidence of Completion

The database and attendance documentation

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

Action:

Walk throughs, observations, conversations with tutors and students about the tutor/mentor process.

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

September-June

Evidence of Completion:

Summary of observations

Goal #5:	Reduce the number of students who receive one or more behavior referrals by 50%.
Barrier #3:	Not all teachers and staff have the same behavior expectations.
Strategy #1 to Overcome the Barrier	Continue to use Champs as a school wide behavior plan.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Make sure that all classroom teachers have a Champs resource book.

Person or Persons Responsible:

Behavior Specialist

Target Dates or Schedule:

September

Evidence of Completion:

Behavior Specialist will keep a log of teacher contact.

Facilitator:

Participants:

Behavior Specialist

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Meet with teachers who need support to implement Champs strategies.

Person or Persons Responsible:

Behavior Specialist

Target Dates or Schedule:

October-May

Evidence of Completion:

Log of teacher contact

Facilitator:

Behavior Specialist will provide training or direct teachers to district training.

Participants:

Behavior Specialist

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

Action:

Classroom walk throughs to monitor the use of Champs. Meet with leadership team to monitor individual behavior concerns.

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

September-June

Evidence of Completion

Leadership team meeting minutes.

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

Action:

Collect data (students being referred for support, students receiving behavior referrals)

Person or Persons Responsible:

Behavior Specialist

Target Dates or Schedule:

September-June

Evidence of Completion:

data documentation and summary of the data

Goal #5:	Reduce the number of students who receive one or more behavior referrals by 50%.
Barrier #3:	Not all teachers and staff have the same behavior expectations.
Strategy #2 to Overcome the Barrier	(African American) Offer an added layer of support. Teachers refer students who are having behavior issues to the Behavior Specialist before behaviors escalate and need a behavior referral.

Step #1 to Implement Strategy #2

Action:

Refer students who have behavior issues to the behavior specialist.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

August-June

Evidence of Completion:

Log of students

Step #2 to Implement Strategy #2

Action:

Meets with students to offer support.

Person or Persons Responsible:

Behavior Specialist

Target Dates or Schedule:

August-June

Evidence of Completion:

Contact Log

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

Action:

Observes Behavior Specialist with students, classroom walk throughs to monitor behaviors

Person or Persons Responsible:

Principal and Assistant Principal

Target Dates or Schedule:

August-June

Evidence of Completion

walk through logs

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

Action:

Collect data on students who are referred and those who receive behavior referrals

Person or Persons Responsible:

Behavior Specialist

Target Dates or Schedule:

September-June

Evidence of Completion:

Data documentation

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 district 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 II

Title II Part A funds professional development to increase student achievement by improving teacher and principal quality and increasing the number of infield and effective teachers in classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. 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 opportunities for students during school and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with high poverty rates, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

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.

Business Partnerships

Raymond James is partnering with Mt. Vernon Elementary school to improve student achievement. Raymond James staff members are volunteering their time to work individually with our lowest performing students, as mentors and tutors. Additionally, they are providing funds for family night dinners to encourage parent involvement.

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 #3: Increase students' ability to understand science concepts through the use of hands-on activities

Barrier #1: Rote memorization of science vocabulary does not lead to an understanding of science concepts

Strategy #1: The use of hands-on science activities to teach concepts

Action Step #1: Plan and implement hands-on science lessons

Facilitator leader

District science workshop leaders

Participants

Teachers

Target dates or schedule

August-June

Evidence of Completion and Person Responsible for Monitoring

Lesson plans and observation documentation
(Person Responsible: Teachers)

Barrier #2: Students are not motivated to learn science concepts by reading about them in a textbook. (African American)

Strategy #1: (African American) Use hands-on science lessons to motivate students and build a an understanding of science concepts

Action Step #1: Teachers plan and implement hand-on science activities

Facilitator leader

District science workshop leaders

Participants

Teachers

Target dates or schedule

August-June

Evidence of Completion and Person Responsible for Monitoring

Lesson Plans and observations
(Person Responsible: Teachers)

Goal #4: Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

Barrier #1: Providing differentiated instruction is challenging due to the wide-range of readiness levels.

Strategy #1: Provide research-based interventions for students not reading on grade level.

Action Step #1: schedule training for hourly teachers on interventions schedule students for interventions based on assessment data

Facilitator leader

District LLI trainers ELI provides training core intervention Rtl Coach for Beck, Quick Reads

Participants

Rtl Coach

Target dates or schedule

August-February

Evidence of Completion and Person Responsible for Monitoring

Sign-in sheets from training sessions

hourly teacher schedules with students' name and prescribed interventions
(Person Responsible: Rtl Coach)

Action Step #2: deliver research-based interventions per schedules

Facilitator leader

Literacy Team provide Jan Richardson, Gradual Release training, and Close Read

Participants

Hourly teachers and Classroom Teachers

Target dates or schedule

August-June

Evidence of Completion and Person Responsible for Monitoring

Lesson plans/walk-throughs

(Person Responsible: Hourly teachers and Classroom Teachers)

Goal #5: Reduce the number of students who receive one or more behavior referrals by 50%.

Barrier #3: Not all teachers and staff have the same behavior expectations.

Strategy #1: Continue to use Champs as a school wide behavior plan.

Action Step #1: Make sure that all classroom teachers have a Champs resource book.

Facilitator leader

Participants

Behavior Specialist

Target dates or schedule

September

Evidence of Completion and Person Responsible for Monitoring

Behavior Specialist will keep a log of teacher contact.

(Person Responsible: Behavior Specialist)

Action Step #2: Meet with teachers who need support to implement Champs strategies.

Facilitator leader

Behavior Specialist will provide training or direct teachers to district training.

Participants

Behavior Specialist

Target dates or schedule

October-May

Evidence of Completion and Person Responsible for Monitoring

Log of teacher contact

(Person Responsible: Behavior Specialist)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #2	Increase the students' ability to solve mathematical problems through the use of problem solving strategies.	\$10
Goal #4	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.	\$191
	Total	\$201

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
Title I	\$189	\$2	\$0	\$191
Title I	\$0	\$0	\$10	\$10
Total	\$189	\$2	\$10	\$201

Budget Detail

Goal #2: Increase the students' ability to solve mathematical problems through the use of problem solving strategies.

Barrier #1: Rote memorization of math facts does not provide the necessary foundation for students to solve math problems.

Strategy #2: Teach problem solving strategies per grade level standards.

Action Step #1: Teachers identify grade level appropriate problem solving strategies. Teachers teach strategies. Teachers monitor the use of strategies by students through observation and assessment data.

Resource Type Evidence-Based Materials
Resource Instructional materials aligning with MFAS and Common Core
Funding Source Title I
Amount Needed \$10

Goal #4: Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

Barrier #1: Providing differentiated instruction is challenging due to the wide-range of readiness levels.

Strategy #1: Provide research-based interventions for students not reading on grade level.

Action Step #2: deliver research-based interventions per schedules

Resource Type Evidence-Based Program
Resource Interventionists to deliver the following interventions: Leveled Literacy Intervention, Sundance Comprehension, Quick Reads, and Isabel Beck routines. Classroom Teacher Planning Curriculum/Common Core Instructional Materials
Funding Source Title I
Amount Needed \$189

Barrier #2: (African American) Providing differentiated instruction is challenging due to the wide-range of readiness levels.

Strategy #1: Analyze assessment data of the students in the African American sub group.

Action Step #1: Analyze student assessment data in PLCs and data meetings

Resource Type Professional Development
Resource Substitutes to cover classes for data analysis and planning differentiated instruction
Funding Source Title I
Amount Needed \$2