FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 2691 - North Shore Elementary School
District: 52 - Pinellas
Principal: Cooper W. Dawson
SAC Chair: Jeannie Hunt
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

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

Address:	**Physical**	**Mailing**
	200 35TH AVE NE St Petersburg, FL 33704	200 35TH AVE NE St Petersburg, FL 33704
Phone Number:	727-893-2181	
Web Address:	http://www.northshore-es.pinellas.k12.fl.us	
Email Address:	2691.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	62%			
Minority:	39%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	C	C	C

Current School Status

School Information

School-Level Information

School North Shore Elementary School

Principal's name Cooper W. Dawson

School Advisory Council chair's name Jeannie Hunt

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

Name	Title
Cooper Dawson	Principal
Marj Lorand	Assistant Principal
Marty Lopez	Social Worker
Kelly Moore	Psychologist
Donna Hall	Literacy Coach
Deborah Knapp	Guidance Counselor
Amy Kohnle	Teacher Representative
Deb McAfee	Primary Representative
Ana Leone	Intermediate Representative

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).

Describe the membership of the SAC including position titles
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Jeannie Hunt is the chairperson. Other membership pending at this time.

Describe the involvement of the SAC in the development of this school improvement plan
Progress toward school goals were shared at the end of the school term. Input was gathered regarding the need for continued goals. SAC and PTA members were convened during preschool to discuss the current school status, grades and goals. Parents shared that they would like information this year related to Common Core standards and PARCC. Parents gave input on the school goals and will monitor progress throughout the school year.

Describe the activities of the SAC for the upcoming school year
Meet in September to explain SAC procedures and processes. Review and approve the School Improvement Plan. Meet monthly to give feedback on district and school activities or School Improvement Plan.
Periodically review student academic data to assess school improvement. There is currently 1,876.25

in the SIP Budget. The SAC would like to use these funds to support parental involvement to increase student achievement. Activities to include but not limited to sharing information related to Common Core standards and PARCC, providing parent night activities and providing a parent FCAT practice session.

Describe the projected use of school improvement funds and include the amount allocated to each project
Parent professional development to support SI initiatives.
Monthly Parent Curriculum Meetings (8) advertising, agendas, speaker costs not to exceed $800

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).

Administrators

 # Administrators 2

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

Administrator Information:

Cooper W. Dawson

Principal	Years as Administrator: 15	Years at Current School: 0
Credentials	BS, MS, MA-Ed.Leadership	
Performance Record	Ms. Dawson has led two previous schools to school improvement which resulted in increased school grades in 2009 and 2012.	

Marjorie Lorand

Asst Principal	Years as Administrator: 3	Years at Current School: 14
Credentials	BS, MS, MA-Ed.Leadership	
Performance Record	2011-12- Grade: C, Reading 58%, Math, 39%, Science, 31%, Writing, 74%, Learning Gains (R), 61%, (M), 65%; Lowest 25%, (R), 65% (M), 70%. 2010-11 Grade: C, Reading; 76%, Math; 62%, Science; 45%, Writing; 76%; Learning Gains- Reading ; 64%, Math;46%; Lowest 25%-Reading;57%; Math; 50%.	

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:

Donna Hall		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Degree: BS; Elementary Certification and currently pursuing a Master's Degree	
Performance Record	2012-13 Reading Proficiency (FAIR): 52 % Learning Gains to Proficiency (FAIR): 19% 2011-12 Reading Proficiency (FAIR): 68% Learning Gains to Proficiency (FAIR): 42%	

Classroom Teachers

# of classroom teachers 33

 # receiving effective rating or higher 33, 100%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 33, 100%

 # ESOL endorsed 33, 100%

 # reading endorsed 2, 6%

 # with advanced degrees 12, 36%

 # National Board Certified 3, 9%

 # first-year teachers 0, 0%

 # with 1-5 years of experience 6, 18%

 # with 6-14 years of experience 13, 39%

 # with 15 or more years of experience 14, 42%

Education Paraprofessionals

# of paraprofessionals 0

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0

 # receiving effective rating or higher (not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

North Shore Elementary enjoys a very stable staff. We foster a healthy culture by promoting a Wellness Committee. This team of teachers are responsible for providing activities that encourage staff engage in healthy living activities such as exercise and healthy eating practices. Our Hospitality Committee works to support the social emotional aspects of a healthy employee.

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
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. Teachers are paired based on grade level placement.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
The school-based MTSS leadership team will focus meetings on the development and maintenance of a problem-solving system to bring out the best in our teachers, our students and our school community.
The MTSS leadership team meets once a week to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
A member of the staff from primary and intermediate grade levels will meet monthly with members of the MTSS leadership team to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations.
The school MTSS leadership team will meet every 5-6 weeks to review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Cooper Dawson, Principal-Facilitator – generates agenda and leads team discussions
Kelly Moore -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
Deb Knapp -Technology Specialist – brokers technology necessary to manage and display data
Marj Lorand -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
Amy Kohnle -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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

Tier 1: Progress Monitoring and Reporting Network (PMRN), Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation Systems (ECHOS), Florida Assessments for Instruction in Reading (FAIR), Pinellas Classroom Assessment Series (PCAS), Florida Comprehensive Assessment Test (FCAT)
Tier 2: Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring data; classroom assessments and observations
Tier 3: FAIR, Progress Monitoring data; classroom observations

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)
Classroom walkthroughs are conducted daily and weekly and data are collected around previously agreed upon areas. The data are shared weekly so that teachers have an opportunity to make the needed improvements. Teachers submit data related to behavior referrals and incident reports to the school psychologist on a month basis. The Child Study team collects daily and weekly attendance data to determine standouts and provide assistance as needed.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
Professional Development will be provided in a variety of ways: embedded in the classroom through on-going modeling and work with literacy coach and district staff developers, provided during weekly grade level Professional Learning Community (PLC) meetings, and teachers' common planning time. Regular staff development opportunities to train staff on RtI/Behavior (Positive Behavior Plans) will be scheduled during monthly curriculum meetings.

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,140

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Through our community partnerships and use of extended learning funds we will extended the school day to instruct and enrich in the core academics of math and science ($26,693 for personnel and materials for "Do the Math", "Math Reads"). We also plan to use extended funds to support our gifted and talented program. Additionally, we will provide opportunities for activities that foster character development which will impact school behavior.

How is data collected and analyzed to determine the effectiveness of this strategy?
FCAT data was used to determine need for science and mathematics intervention. Students in the program will be progress monitor to determine if the interventions are effective.
Behavior data are collected monthly. We will monitor the behavior of students attending the after school club.

Who is responsible for monitoring implementation of this strategy?
Principal, Assistant Principal and SBLT will monitor the implementation of these strategies and the results.

Literacy Leadership Team (LLT)

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

Name	Title
Cooper Dawson	Principal
Donna Hall	Literacy Coach
Amy Kohnle	Kindergarten Teacher
Garth Albury	3rd Grade Teacher
Carrie Johnson	1st Grade Teacher
Cindy Baggett	2nd Grade Teacher
Kelly Bockholt	4th Grade Teacher
Paul Heyne	5th Grade Teacher
Glenda Mauger	Specialist Teacher
Kristin Verhine	ESE Teacher

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

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

Every Teacher Contributes to Reading Instruction

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

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

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

College and Career Readiness

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

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

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

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

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	57%	No	70%
American Indian				
Asian				
Black/African American	48%	27%	No	53%
Hispanic	60%	47%	No	64%
White	76%	68%	No	78%
English language learners				
Students with disabilities	47%	28%	No	52%
Economically disadvantaged	60%	42%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	22%	30%
Students scoring at or above Achievement Level 4	28	14%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	64	33%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	83	43%	80%

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)	*[data excluded for privacy reasons]*		45%
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]*		5%
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]*		20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	29	48%	60%
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	48%		No	53%
American Indian				
Asian				
Black/African American	30%		No	37%
Hispanic	48%		No	54%
White	54%		No	59%
English language learners				
Students with disabilities	38%		No	44%
Economically disadvantaged	43%		No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	22%	35%
Students scoring at or above Achievement Level 4	28	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		40%	
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	53	27%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	89	46%	55%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	22%	30%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		
Participation in STEM-related experiences provided for students	194	100%	100%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	88	19%	10%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	24	5%	1%
Students who receive two or more behavior referrals	14	3%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	59	13%	10%

Middle School Indicators

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

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

Increase the number of parents participating in Parent Workshops related to Common Core implementation and other school initiatives.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent attendance at SAC meetings	6	1%	10%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.

Goal #2:
Increase the number scoring at 3.5 and above from 48% to 60%.

Goal #3:
Increase the number of student proficient in mathematics from 41% to 55%. Increase the number of student making annual learning gains from 46% to 55%.

Goal #4:
Increase the number of student proficient in science 37% to 45%.

Goals Detail

Goal #1:	**Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.**
Targets Supported	• Reading - FCAT2.0 • Reading - Learning Gains
Resources Available to Support the Goal	• PMRN, EDS. OPM and Running Record Data
Targeted Barriers to Achieving the Goal	• Intermediate teachers not familiar with guided reading strategies and running record assessments

Plan to Monitor Progress Toward the Goal

Action:
running record, FAIR and progress monitoring data

Person or Persons Responsible:
School Administrators

Target Dates or Schedule:
Bi-weekly progress monitoring

Evidence of Completion:
accomplished goals

Goal #2:	**Increase the number scoring at 3.5 and above from 48% to 60%.**
Targets Supported	• Writing
Resources Available to Support the Goal	• FCAT Writing, writing in response to reading journals,

Targeted Barriers to Achieving the Goal	• Teacher proficiency in quality writing instruction

Plan to Monitor Progress Toward the Goal

Action:
writing in response to reading journals

Person or Persons Responsible:
School Administrators and Literacy Coach

Target Dates or Schedule:
weekly walkthroughs

Evidence of Completion:
increased scores

Goal #3:	**Increase the number of student proficient in mathematics from 41% to 55%. Increase the number of student making annual learning gains from 46% to 55%.**
Targets Supported	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
	• Math - Middle School Acceleration
	• Math - High School
	• Math - High School AMO's
	•
	• Math - High School Postsecondary Readiness
	• Algebra 1 EOC
	• Geometry EOC
Resources Available to Support the Goal	• Do the Math" by Scholastic, and "Math Reads" also by Scholastic.
Targeted Barriers to Achieving the Goal	• Teacher proficiency in the area of core instruction of Math

Plan to Monitor Progress Toward the Goal

Action:
FCAT, common assessment data and OPM data

Person or Persons Responsible:
School Administrators and Math school improvement team

Target Dates or Schedule:
Ongoing progress monitoring

Evidence of Completion:
increase student achievement

Goal #4:	Increase the number of student proficient in science 37% to 45%.

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

Resources Available to Support the Goal
- Fusion Core Curriculum; 5 Es Instruction Model; Science observation journals; Mad Science after school program;

Targeted Barriers to Achieving the Goal
- Teacher proficiency in science instruction

Plan to Monitor Progress Toward the Goal

Action:
progress monitoring data

Person or Persons Responsible:
SBLT and school administrators

Target Dates or Schedule:
monthly

Evidence of Completion:
increase student proficiency

Action Plan for Improvement

Goal #1:	Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.
Barrier #1:	Intermediate teachers not familiar with guided reading strategies and running record assessments
Strategy #1 to Overcome the Barrier	The Literacy coach will provide professional development in the areas of Jan Richardson Guided reading routines and running records.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
professional development

Person or Persons Responsible:
Literacy coach

Target Dates or Schedule:
embedded throughout the school year and during after school hours

Evidence of Completion:
teacher proficiency

Facilitator:
Donna Hall

Participants:
Literacy coach

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

Action:
reading block

Person or Persons Responsible:
School Administrators and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion
student achievement

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.
Barrier #1:	Intermediate teachers not familiar with guided reading strategies and running record assessments
Strategy #2 to Overcome the Barrier	Teachers will unwrap and fully implement the ELA common core state standards with guidance and planning with literacy coach.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
common core standards

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
monthly

Evidence of Completion:
Teacher proficiency

Facilitator:
Donna Hall

Participants:
Literacy Coach

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

Action:
common core standards

Person or Persons Responsible:
School Administrators and Literacy Coach

Target Dates or Schedule:
Monthly

Evidence of Completion
teacher proficiency

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

Action:
OPM

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
weekly

Evidence of Completion:
increase student achievement

Goal #2:	Increase the number scoring at 3.5 and above from 48% to 60%.
Barrier #1:	Teacher proficiency in quality writing instruction
Strategy #1 to Overcome the Barrier	Literacy coach will provide professional development in writing

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
writing professional development

Person or Persons Responsible:
Literacy coach

Target Dates or Schedule:
monthly

Evidence of Completion:
teacher proficiency

Facilitator:
Donna Hall

Participants:
Literacy coach

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

Action:
walkthrough observation and OPM

Person or Persons Responsible:
Literacy coach, school administrators and SBLT

Target Dates or Schedule:
weekly

Evidence of Completion
increase student achievement

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

Action:
observations with feedback

Person or Persons Responsible:
Literacy coach and school administrators

Target Dates or Schedule:
weekly

Evidence of Completion:
increased teacher proficiency

Goal #3:	Increase the number of student proficient in mathematics from 41% to 55%. Increase the number of student making annual learning gains from 46% to 55%.
Barrier #1:	Teacher proficiency in the area of core instruction of Math
Strategy #1 to Overcome the Barrier	Teachers will take advantage of district provide math professional development

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
staff development opportunities

Person or Persons Responsible:
Classroom teacher

Target Dates or Schedule:
when they are offered

Evidence of Completion:
increased teacher proficiency

Facilitator:
District

Participants:
Classroom teacher

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

Action:
enrollment data

Person or Persons Responsible:
School Administrators and pro ed facilitator

Target Dates or Schedule:
monthly

Evidence of Completion
teacher sign up data

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

Action:
math assessment and walkthrough data

Person or Persons Responsible:
School administrators, SBLT and Math/Science School Improvement Team

Target Dates or Schedule:
monthly

Evidence of Completion:
increase teacher and student proficiency

Goal #4:	Increase the number of student proficient in science 37% to 45%.
Barrier #1:	Teacher proficiency in science instruction
Strategy #1 to Overcome the Barrier	Teachers will unwrap standards and plan lessons for effective instruction during the collaborative planning time.

Step #1 to Implement Strategy #1

Action:
lesson planning

Person or Persons Responsible:
Teachers of Science

Target Dates or Schedule:
Weekly

Evidence of Completion:
completed plans and effective implementation

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

Action:
lesson plans

Person or Persons Responsible:
School administrators

Target Dates or Schedule:
weekly

Evidence of Completion
observation of execution during instruction

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

Action:
lesson plans

Person or Persons Responsible:
School administrators

Target Dates or Schedule:
weekly

Evidence of Completion:
effective implementation during instruction

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 number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.

Barrier #1: Intermediate teachers not familiar with guided reading strategies and running record assessments

Strategy #1: The Literacy coach will provide professional development in the areas of Jan Richardson Guided reading routines and running records.

Action Step #1: professional development

Facilitator leader
Donna Hall

Participants
Literacy coach

Target dates or schedule
embedded throughout the school year and during after school hours

Evidence of Completion and Person Responsible for Monitoring
teacher proficiency
(Person Responsible: Literacy coach)

Strategy #2: Teachers will unwrap and fully implement the ELA common core state standards with guidance and planning with literacy coach.

Action Step #1: common core standards

Facilitator leader
Donna Hall

Participants
Literacy Coach

Target dates or schedule
monthly

Evidence of Completion and Person Responsible for Monitoring
Teacher proficiency
(Person Responsible: Literacy Coach)

Goal #2: Increase the number scoring at 3.5 and above from 48% to 60%.

Barrier #1: Teacher proficiency in quality writing instruction

Strategy #1: Literacy coach will provide professional development in writing

Action Step #1: writing professional development

Facilitator leader
Donna Hall

Participants
Literacy coach

Target dates or schedule
monthly

Evidence of Completion and Person Responsible for Monitoring
teacher proficiency
(Person Responsible: Literacy coach)

Goal #3: Increase the number of student proficient in mathematics from 41% to 55%. Increase the number of student making annual learning gains from 46% to 55%.

Barrier #1: Teacher proficiency in the area of core instruction of Math

Strategy #1: Teachers will take advantage of district provide math professional development

Action Step #1: staff development opportunities

Facilitator leader
District

Participants
Classroom teacher

Target dates or schedule
when they are offered

Evidence of Completion and Person Responsible for Monitoring
increased teacher proficiency
(Person Responsible: Classroom teacher)

Appendix 2: Budget to Support School Improvement Goals
Budget Detail