FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3391 - Pinellas Park Elementary School

District: 52 - Pinellas

Principal: Lisa Freeman

SAC Chair: Alli Young

Superintendent: Dr. Michael A Grego

School Board Approval Date: [pending]

Last Modified on: 10/31/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-547-7888	
Web Address:	http://www.pp-es.pinellas.k12.fl.us	
Email Address:	3391.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	86%			
Minority:	48%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	F	D	C	D

Current School Status

School Information

School-Level Information

School Pinellas Park Elementary Schl

Principal's name Lisa Freeman

School Advisory Council chair's name Alli Young

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

Name	Title
Lisa Freeman	Principal
Karen Vargus	Assistant Principal
Laura Johnson	VE Teacher (ESE Team Leader)
Mary Toston	Behavior Specialist
Dr. Clarissa Hucknall	Guidance Counselor
Joan Procida	MTSS/RTI Coach
Merceds Zuloaga	ESOL Teacher
Kathy Beauregard	Reading Coach
Zack Hill	Math Coach
Beth Kelzer	Social Worker
Kahlilah Dawkins	Psychologist
Chanda Spanfelner	Diagnostician
Hannah Hayworth	CED
Johnetta Haugabrook	Area 2 (MTSS/RTI support)

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP Pending

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

Describe the membership of the SAC including position titles
Lisa Freeman, Principal
Karen Vargus, Assistant Principal
Alli Young, SAC Chair
Donnie Ganong, Community Partner

Describe the involvement of the SAC in the development of this school improvement plan
Review and monitor the SIP, monitor safety plan and help Principal make decisions regarding school operations.

Describe the activities of the SAC for the upcoming school year

SAC president is making attempts to build the SAC membership by speaking to and inviting parents to join. Our community partner is providing transportation from a central location for parents who can't attend events due to transportation issues.

Describe the projected use of school improvement funds and include the amount allocated to each project
$2,637.20 is the amount allocated for our SIP budget. Projected use of funds will be determined by the SAC committee members.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
Not In Compliance

If no, describe the measures being taken to comply with SAC requirements
SAC president will have a table set up at Open House in an attempt to recruit parents for SAC. She will be providing information as to the purpose of SAC.

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:

Lisa Freeman

Principal	Years as Administrator: 8	Years at Current School: 0
Credentials	Masters in Educational Leadership	
Performance Record	Has maintained an "A" at Cypress Woods every year she has been an administrator at the school. Percentage of students making satisfactory progress or higher in Reading 83% and in Math 75%.	

Karen Vargus

Asst Principal	Years as Administrator: 6	Years at Current School: 0
Credentials	Masters in Educational Leadership	
Performance Record	San Jose 2011-2012: Grade B, 2012-2013. 1012-2013 Grade C. Percentage of students making satisfactory progress or higher in Reading 58% and in Math 52%.	

Instructional Coaches

 # Instructional Coaches 3

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

Instructional Coach Information:

Kathy Beauregard

Full-time / School-based	Years as Coach: 5	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Masters in Educational Leadership
Performance Record	2012-2013 2nd grade teacher at Fuguitt which was a "B" school. 2011-2012 2nd grade teacher at Oldsmar which was a "B" school.

Douglas Hill

Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Mathematics
Credentials	Masters in Curriculum and Instruction B.S. in Elementary Education w/ ESOL Endorsement
Performance Record	Letter grades for the last 3 years while at Lealman: 2013 – D 2012 – C 2011 – C

Joan Procida

Full-time / School-based	Years as Coach: 6	Years at Current School: 14

Areas	RtI/MTSS
Credentials	Masters in Education
Performance Record	Pinellas Park Elementary 2012-2013 Grade "F", Percentage of students making satisfactory progress or higher in Reading 39% and in Math 29%. 2011-2012 Grade "D", Percentage of students making satisfactory progress or higher in Reading 41% and in Math 22%

Classroom Teachers

# of classroom teachers 63
 # receiving effective rating or higher 0%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 63, 100%
 # ESOL endorsed 25, 40%
 # reading endorsed 3, 5%
 # with advanced degrees 16, 25%
 # National Board Certified 3, 5%
 # first-year teachers 6, 10%
 # with 1-5 years of experience 8, 13%
 # with 6-14 years of experience 23, 37%

 # with 15 or more years of experience 26, 41%
Education Paraprofessionals
# of paraprofessionals 1
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 1, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 4
 # 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. Hires are based on recommendations from department supervisors, other administrators from stuggling schools and/or work experience under an administrator in the past.
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 Regular, scheduled meetings with new teachers. Prior to the start of school all new hires are given training, reviewing policies, introducing guidelines, and reviewing strategies and best practices. Assigned to EDGE mentor and also a mentor within their grade level team.
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 SBLT will meet weekly (aiming for Monday, if all necessary personnel are on site.) Focus will rotate between math/science, ELA, and behavior.
What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? Facilitator- generates the agenda and leads the discussions Data Manager - assists team in accessing and interpreting (aggregating/disaggregating) the data Recorder/Note Taker- documents meeting content and disseminates to team members in a timely manner and keeps a binder. Time Keeper - helps team begin on time and stay on track with the agenda.
Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

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)

The team will use baseline data and progress monitoring from the Educational Data System (EDS), the Florida Assessment for Instruction in Reading (FAIR), Pinellas Classroom Assessments, and FCAT. In addition, data may be collected through classroom observation, attendance and disciplinary data, report cards, behavior logs and student work samples.

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

PLCs will be utlizied by the SBLT team to collaborate with teachers on how to align RTI implementation with FAIR and common assessment data. Professional development was provided to staff on how to administer running records and analyzing running records along with guided reading training. Previously teachers were provided professional development on how to administer DIBELS next probes to Tier 2 students. Grade levels are required to collect and monitor baseline data for behavior in their Green RTI folders. The folders will be collected multiple times throughout the year to help guide the MTSS leadership team in making critical decisions on behavioral supports that are implemented in the classroom and Tier progression. SBLT will review trend data monthly to determine if interventions are successful.

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: 8,640

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Description

Based on summative data, the extended day will include Science Camp and ST Math instructional program will be used to further support the learning needs of students.
Extended ELA Plan:
Collaborative planning will be built into weekly schedules. The expectation is that collaborative lesson planning occurs once a week during the 50 minute PE block. Team leaders will submit the day of the week the team chooses. Once a schedule is submitted Reading and Math coaches will design a schedule to participate in grade level collaborative planning. Professional development: intermediate teachers will focus on Guided Reading Routine (this will promote a common language, common focus and non-negotiables for interventions). Primary teachers will focus on administering and analyzing running records. Book Study with Jan Richardson's Guided Reading. Fidelity checks will be implemented after administration, and RTI/MTSS coach are trained. Reading Coach will begin modeling Guided Reading with third grade and create a rotation schedule. Core instruction will be monitored by Administration and Reading Coach every 3 weeks.

How is data collected and analyzed to determine the effectiveness of this strategy?
Data collection will be done through student assessment data and surveys.

Who is responsible for monitoring implementation of this strategy?
Site-based leadership team will be responsible for monitoring implementation of these strategies.

Literacy Leadership Team (LLT)

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

Name	Title
Lisa Freeman	Principal
Karen Vargus	Assistant Principal
Jenn Kelley	Kindergarten Team Leader
Dale Snyder	1st Grade Team Leader
Dan Morgan	2nd Grade Team Leader
Christy Russo	3rd Grade Team Leader
Kiki Kallas	4th Grade Team Leader
Barbara Hart	5th Grade Team Leader
Laura Johnson	ESE Team Leader

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

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 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	58%	39%	No	62%
American Indian				
Asian	62%	44%	No	66%
Black/African American	49%	24%	No	54%
Hispanic	52%	38%	No	57%
White	59%	42%	No	63%
English language learners	46%	35%	Yes	51%
Students with disabilities	30%	19%	No	37%
Economically disadvantaged	54%	33%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	23%	35%
Students scoring at or above Achievement Level 4	42	15%	24%

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)	55	20%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	58	21%	30%

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)	47	53%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	30%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	29%	50%

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	27	26%	50%
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	43%	29%	No	49%
American Indian				
Asian	58%	56%	Yes	62%
Black/African American	38%	9%	No	45%
Hispanic	36%	23%	No	42%
White	43%	29%	No	48%
English language learners	33%	24%	Yes	39%
Students with disabilities	30%	11%	No	37%
Economically disadvantaged	40%	24%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	21%	40%
Students scoring at or above Achievement Level 4	21	8%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	54	19%	40%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	73	27%	60%

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	12	14%	45%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

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

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

All Levels

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	83	14%	24%
Students retained, pursuant to s. 1008.25, F.S.	31	5%	2%
Students who are not proficient in reading by third grade	60	69%	40%
Students who receive two or more behavior referrals	49	9%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	139	26%	13%

Area 9: Parent Involvement

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

Describe parental involvement targets for your school

The leadership and staff at Pinellas Park Elementary School offers parent-conferences on a schedule designed to help accommodate parents. Additional communications will occur at our Open House/ Meet the Teacher and through our school newsletter.

We are currently working on our PTA and SAC monthly meeting schedule to further involve parents in our school community.

All parents were given surveys at the end of the school year seeking their input on activities, trainings & materials they needed to help their child. Results of parent surveys were reviewed by the SAC to determine needed changes in the PIP (Parental Involvement Plan) and SIP. During the SAC meeting when the PIP was is developed the parents/SAC will have input in how the funds are used.

Initial communication begins at the Annual Title 1 Meeting for parents (Aug. 29, 2013). They will be presented with school-wide Title 1 programs and its events, how to schedule parents conference, opportunities for participation in decisions related to the education of their child. Parents will receive a copy of the Parent Right to Know.

Compacts will be distributed prior to Sept. 9 and reviewed with parent, teacher & student. After each event parents receive a survey, the school Parental Involvement Committee reviews & share the information with staff.

PPE has an Executive PASS partnership with Martz Group. This year Martz Group transported families to & from the Title I Annual Parent Meeting.

Finally, the Title I parent Involvement allocation is $4,688.22.

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Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parents involved in PTA and SAC.	UNK	50%	50%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.

Goal #2:
Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades

Goal #3:
Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%

Goal #4:
Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben

Goal #5:
Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.

Goals Detail

Goal #1:	**Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.**
Targets Supported	• Reading • Reading - FCAT2.0 • Math • Math - Elementary and Middle School • Math - Elementary and Middle FCAT 2.0
Resources Available to Support the Goal	
Targeted Barriers to Achieving the Goal	• Lack of differentiated instruction • Lack of student engagement

Plan to Monitor Progress Toward the Goal

Action:
Monitor that teachers are... Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies: used to engage and scaffold learning. Teachers provides specific feedback: design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

Person or Persons Responsible:
SBLT/coaches

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plans & Walk-through

Goal #2:	**Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - Learning Gains • Reading - CELLA
Resources Available to Support the Goal	• Full-time reading coach, LLI Teacher, Hourly Teachers (4), Intervention block, Ticket to Read, ESOL Teacher • Literacy coach and professional development. • Literacy coach, professional development - i.e., effective use of formative assessment.
Targeted Barriers to Achieving the Goal	• Professional development, curriculum resources, and progress monitoring • Effective use of common planning time.

Plan to Monitor Progress Toward the Goal

Action:
Data chats with each grade level to review data and progress of students.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Every 4 weeks

Evidence of Completion:
Improvement in data for all students.

Goal #3:	**Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%**

Targets Supported	• Writing
Resources Available to Support the Goal	• Reading coach, grade level common core resource package,
Targeted Barriers to Achieving the Goal	• common core writing in response to text, professional development

Plan to Monitor Progress Toward the Goal

Action:
implementation of writing to text

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
weekly

Evidence of Completion:
walk throughs and data analysis after common assessments

Goal #4:	**Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben**
Targets Supported	• Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle Learning Gains
Resources Available to Support the Goal	• Math coach, STMath, FCAT explorer/Focus, manipulatives, math professional library, ELP/Math camp, Destination math, curriculum/content guides, "Unpacking" Documents (moodle), MFAS, Illustrative Mathematics Tasks, MFAS Modules
Targeted Barriers to Achieving the Goal	• Effective use of common planning time. • Instructional Practice

Plan to Monitor Progress Toward the Goal

Action:
Monitor use of formative assessments

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
After assessments are given

Evidence of Completion:
walk throughs, item analysis and regrouping information along with progress monitoring

Goal #5:	Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.
Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• STEM lab for 3rd-5th grade, Science lab materials, small group sets of science books, Professional Development for STEM lab 3rd-5th, Field Trips (2nd, 3rd, 4th and 5th Science Center; 4th Sawgrass Lake Park, K- Lowrey Park Zoo)
Targeted Barriers to Achieving the Goal	• No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning

Plan to Monitor Progress Toward the Goal

Action:
Monitor that teachers are completing the professional development that is being provided to teachers by the science department.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
After each training session.

Evidence of Completion:
Professional development completion information from LMS moodle.

Action Plan for Improvement

Goal #1:	Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.
Barrier #1:	Lack of differentiated instruction
Strategy #1 to Overcome the Barrier	Differentiate instruction through the formative assessment process.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies: used to engage and scaffold learning. Teachers provides specific feedback: design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

Person or Persons Responsible:
SBLT/Coaches

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plans & Walk-through

Facilitator:
Cultural Competency

Participants:
SBLT/Coaches

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

Action:
Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies are used to engage and scaffold learning. Teachers provides specific feedback design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

Person or Persons Responsible:
SBLT/coaches

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson Plans & Walk through

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

Action:
Differentiation of Instruction: student interests, classroom orientation prior knowledge/background and skill level. Formative strategies are used to engage and scaffold learning. Teachers provides specific feedback design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

Person or Persons Responsible:
SBLT/coaches

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plans & Walk through

Goal #1:	Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.
Barrier #2:	Lack of student engagement
Strategy #1 to Overcome the Barrier	Positive behavior supports are in place in the form of an effective school wide behavior plan

Step #1 to Implement Strategy #1

Action:
Ensure implementation positive behavior supports identified in the school wide behavior plan; and instructional and behavioral expectations are clearly defined.

Person or Persons Responsible:
SBLT/MTSS

Target Dates or Schedule:
Weekly

Evidence of Completion:
decrease in the number of infraction data related to lack of student engagement

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

Action:
Expectations are taught and reviewed with all students

Person or Persons Responsible:
SBLT/MTSS

Target Dates or Schedule:
Weekly

Evidence of Completion
classroom management plan and infraction data

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

Action:
Expectations are taught and reviewed with all students

Person or Persons Responsible:
MTSS/SBLT

Target Dates or Schedule:
Weekly

Evidence of Completion:
classroom management plan and infraction data

Goal #2:	Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades
Barrier #1:	Professional development, curriculum resources, and progress monitoring
Strategy #1 to Overcome the Barrier	Professional development on Jan Richardson's Guided Reading, Curriculum Resources

Step #1 to Implement Strategy #1

Action:
Meet with administration to plan professional development for staff and open components

Person or Persons Responsible:
Pro Ed Facilitator

Target Dates or Schedule:
Pre-School

Evidence of Completion:
Sign in sheets and closure of components

Step #2 to Implement Strategy #1

Action:
Conduct walk throughs and provide teachers wtih feedback

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Complete implementation trend sheets and send e-mail with feedback to grade level teams. Explain expectations and then inspect.

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

Action:
Monitor classroom teachers through walk-throughs and provide timely feedback that will assist in providing appropriate professional development.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
Weekly

Evidence of Completion
Complete implementation trend sheets and file. Send e-mail to grade level team with feedback, formative data chats and expectations, then continue to inspect.

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

Action:
Effectiveness will be monitored through student work: review running records.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
Use grade level running record progress chart to receipt data, district/teacher-developed progress monitoring tools and graphs for visual summaries.

Goal #2:	Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades
Barrier #2:	Effective use of common planning time.
Strategy #1 to Overcome the Barrier	Establish routine and clear goals for common planning time

Step #1 to Implement Strategy #1

Action:
Team leaders will provide a common planning schedule.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Completed calendar

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

Action:
Provide a monthly attendance calendar, email reminders, etc.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Monthly

Evidence of Completion
Teacher participation

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

Action:
Classroom walk-throughs, planning sessions, etc.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Teacher plans

Goal #2:	Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades
Barrier #2:	Effective use of common planning time.
Strategy #2 to Overcome the Barrier	Facilitation during common planning to ensure alignment to core.

Step #1 to Implement Strategy #2

Action:
Unpack Module and align to classroom instruction.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Learning goals should be posted and aligned.

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

Action:
Classroom walk-throughs, implementtion guides, co-teach and teacher-observation feedback.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Reading journals, observation tool, etc.

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

Action:
Classroom walk-throughs, implementation guides, co-teach and teacher-observation feedback.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Journals, student-feedback, classroom constructs, etc.

Goal #2:	Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades
Barrier #2:	Effective use of common planning time.
Strategy #3 to Overcome the Barrier	Ensure coaching cycle is built upon planning.

Step #1 to Implement Strategy #3

Action:
Classroom walk-throughs, implementation guides, co-teach and teacher-observation feedback.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Reading journals, observation tool, etc.

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

Action:
Coaching cycle (logs and weekly debrief), observation tools, and guide sheets.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Student data - i.e., journals and classroom constructs.

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades
Barrier #2:	Effective use of common planning time.
Strategy #4 to Overcome the Barrier	Examine student work during common planning.

Step #1 to Implement Strategy #4 - PD Opportunity

Action:
Readers notebooks, student work/rubrics, etc.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Reading journals, observation tool, etc.

Facilitator:
Kathy Beauregard Online learning modules: CPALMS, FLRTI

Participants:
SBLT and Literacy Coach

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

Action:
Teacher and content progression, data collection summaries, etc.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Reading journals, observation tool, classroom constructs, etc.

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

Action:
Teacher and content progression, data collection summaries, etc.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student work and classroom constructs.

Goal #2:	Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades
Barrier #2:	Effective use of common planning time.
Strategy #5 to Overcome the Barrier	Develop process to train teachers on providing teacher-specific feedback.

Step #1 to Implement Strategy #5 - PD Opportunity

Action:
Train teachers to collect evidence from learning tasks and provide teacher-specific feedback in where students are in the learning.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student work - i.e., rubrics, exemplars, etc.

Facilitator:
Kath Beauregard

Participants:
SBLT and Literacy Coach

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

Action:
Teacher and content progression, data collection summaries, etc.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Reading journals, observation tool, classroom constructs, etc.

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

Action:
Teacher and content progression, data collection summaries, etc.

Person or Persons Responsible:
SBLT and Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Reading journals, observation tool, classroom constructs, etc.

Goal #3:	Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%
Barrier #1:	common core writing in response to text, professional development
Strategy #1 to Overcome the Barrier	Reading coach to provide professional development to build an understanding of the common core shift in writing

Step #1 to Implement Strategy #1

Action:
monitor implementation of writing within the common core

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
weekly

Evidence of Completion:
walk throughs/feedback, lesson plans

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

Action:
implementation of writing in response to text

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
weekly

Evidence of Completion
data analysis of common assessments, walk throughs/feedback

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

Action:
Implementation of writing within reading block

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
weekly

Evidence of Completion:
walk throughs/feedback, expectations and inspect

Goal #3:	Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%
Barrier #1:	common core writing in response to text, professional development
Strategy #2 to Overcome the Barrier	4th grade teachers will attend Core Connections

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Provide support to help teachers increase students' comprehension of using a variety of text-based strategies

Person or Persons Responsible:
SBLT/Litracy Coach/District Content Specialist

Target Dates or Schedule:
4 Full-day session

Evidence of Completion:
reading journals analysis of student work

Facilitator:
Tracie Bergman

Participants:
SBLT/Litracy Coach/District Content Specialist

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

Action:
Classroom walk-throughs, common planning, coaching cycle, etc.

Person or Persons Responsible:
SBLT/Litracy Coach/District Content Specialist

Target Dates or Schedule:
Monthly

Evidence of Completion
reading journals analysis of student work

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

Action:
Classroom walk-throughs, common planning, coaching cycle, etc.

Person or Persons Responsible:
SBLT/Litracy Coach/District Content Specialist

Target Dates or Schedule:
Monthly

Evidence of Completion:
reading journals analysis of student work

Goal #4:	Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben
Barrier #1:	Effective use of common planning time.
Strategy #1 to Overcome the Barrier	Unpack standards during common planning time.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Using "unpacking" documents to generate learning goals from standards

Person or Persons Responsible:
Math coach and teachers

Target Dates or Schedule:
prior to each unit

Evidence of Completion:
"unpacking" docs w/lesson plans and walk-through data

Facilitator:
Douglas Hill

Participants:
Math coach and teachers

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

Action:
Grade level summary of common planning time for standards examined and learning goals generated

Person or Persons Responsible:
SBLT/math Coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Administration and math supervisor will examine coaching log for common planning time

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

Action:
Walk-through to monitor using the implementation guide which includes the 8 mathematical practices.

Person or Persons Responsible:
SBLT/Math Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
best practices

Goal #4:	Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben
Barrier #1:	Effective use of common planning time.
Strategy #2 to Overcome the Barrier	Align instruction to math standards.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Use common planning and PLC's to ensure lesson plans are benchmark aligned

Person or Persons Responsible:
Math Coach and teacher

Target Dates or Schedule:
prior to each unit

Evidence of Completion:
walk-through data and lesson plans

Facilitator:
Douglas Hill

Participants:
Math Coach and teacher

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

Action:
Walk-through to monitor instruction for benchmark alignment.

Person or Persons Responsible:
Math coach and SBLT

Target Dates or Schedule:
Weekly

Evidence of Completion
Administration and math coach will examine lesson plans.

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

Action:
examine student work during PLC's and common planning

Person or Persons Responsible:
Teachers and math coach

Target Dates or Schedule:
weekly

Evidence of Completion:
progression in student understanding

Goal #4:	Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben
Barrier #1:	Effective use of common planning time.
Strategy #3 to Overcome the Barrier	Examining exemplary lesson as a framework for instruction.

Step #1 to Implement Strategy #3

Action:
Examine exemplar lessons as a framework for instruction

Person or Persons Responsible:
Math Coach and teacher

Target Dates or Schedule:
prior to each unit

Evidence of Completion:
walk-through data and lesson plans

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

Action:
Walk-through to monitor best practices using the implementation guide which includes the 8 mathematical practices.

Person or Persons Responsible:
SBLT/math coach

Target Dates or Schedule:
Weekly

Evidence of Completion
Administration and math supervisor will examine coaching log for evidence of best practices.

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

Action:
Examine student work at PLC's and common planning times

Person or Persons Responsible:
Math coach and teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
student understanding

Goal #4:	Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben
Barrier #2:	Instructional Practice
Strategy #1 to Overcome the Barrier	Utilize MFAS Modules to introduce formative assessment process.

Step #1 to Implement Strategy #1

Action:
Using MFAS Modules to introduce formative assessment process.

Person or Persons Responsible:
math coach

Target Dates or Schedule:
during PLC's

Evidence of Completion:
data collected during formative assessment cycle

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

Action:
coaching cycle

Person or Persons Responsible:
math coach

Target Dates or Schedule:
weekly

Evidence of Completion
data collected during formative assessment cycle

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

Action:
classroom observation and debriefs

Person or Persons Responsible:
math coach

Target Dates or Schedule:
weekly

Evidence of Completion:
data collected during formative assessment cycle

Goal #4:	Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben
Barrier #2:	Instructional Practice
Strategy #2 to Overcome the Barrier	Utilize MFAS and Illustrative Mathematics website for formative assessment resource.

Step #1 to Implement Strategy #2

Action:
Utilize MFAS and Illustrative Mathematics website as formative assessment resource.

Person or Persons Responsible:
math coach and teachers

Target Dates or Schedule:
during PLC's

Evidence of Completion:
lesson plans that reflect differentiated instruction and walk through data

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

Action:
coaching cycle

Person or Persons Responsible:
math coach

Target Dates or Schedule:
weekly

Evidence of Completion
data collected during formative assessment cycle

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

Action:
classroom observation and debriefs

Person or Persons Responsible:
math coach and teachers

Target Dates or Schedule:
During PLC's

Evidence of Completion:
data collected during formative assessment cycle

Goal #4:	Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben
Barrier #2:	Instructional Practice
Strategy #3 to Overcome the Barrier	Utilize coaching cycle to increase best practice in instructional delivery.

Step #1 to Implement Strategy #3

Action:
Repetitive coaching cycle to increase best practices in instructional delivery

Person or Persons Responsible:
math coach and teachers

Target Dates or Schedule:
various and ongoing

Evidence of Completion:
lesson plans, walk-through data, coaching logs

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

Action:
coaching cycle

Person or Persons Responsible:
math coach

Target Dates or Schedule:
weekly

Evidence of Completion
data collected during formative assessment cycle

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

Action:
classroom observations and debriefs

Person or Persons Responsible:
math coach and teachers

Target Dates or Schedule:
during PLC's

Evidence of Completion:
data collected during formative assessment cycle

Goal #5:	Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.
Barrier #1:	No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning
Strategy #1 to Overcome the Barrier	Planning, scheduling and implementing (curriculum calendar, professional development, PLC's for data analysis, data chats for common assessments and formative assessments, common planning time)

Step #1 to Implement Strategy #1

Action:
Schedule and implement data chats after common assessments

Person or Persons Responsible:
Administration

Target Dates or Schedule:
3 times a year after common assessments are administered

Evidence of Completion:
Data provided to teachers, minutes from data chats with next steps documented

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

Action:
Monitor the use of formative assessments and common assessments. Ensure teachers know how to use the data analysis to determine areas of deficiencies.

Person or Persons Responsible:
Administration

Target Dates or Schedule:
After assessment cycles

Evidence of Completion
PLC meeting minutes to document next steps. Walk throughs with feedback.

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

Action:
Set up schedule for STEM lab. Hold data chats, implement common planning time

Person or Persons Responsible:
Administration

Target Dates or Schedule:
weekly

Evidence of Completion:
walk throughs and feedback.

Goal #5:	Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.
Barrier #1:	No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning
Strategy #2 to Overcome the Barrier	Effective use of formative strategies

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Provide teachers support, during PLC's, on using formative strategies to inform instruction, guide and expand student thinking.

Person or Persons Responsible:
Administrators and district content support

Target Dates or Schedule:
monthly

Evidence of Completion:
classroom observations, lesson plans, student journals

Facilitator:
K-5 Science Supervisor

Participants:
Administrators and district content support

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:
walk-throughs, lesson plans,

Person or Persons Responsible:
Administration and district content specialist

Target Dates or Schedule:
Monthly

Evidence of Completion
student learning outcomes

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:
walk-throughs observing instructional practices

Person or Persons Responsible:
Administrators and district content support

Target Dates or Schedule:
Monthly

Evidence of Completion:
formative data chats, student learning outcomes

Goal #5:	Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.
Barrier #1:	No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning
Strategy #3 to Overcome the Barrier	Extending the learning through science learning labs

Step #1 to Implement Strategy #3

Action:
extend students' experiences in science through hands-on activities

Person or Persons Responsible:
Administrators and district content support

Target Dates or Schedule:
weekly

Evidence of Completion:
formatives, journals, learning outcomes

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

Action:
lab, schedule, lab journals, etc.

Person or Persons Responsible:
District content support

Target Dates or Schedule:
Weekly

Evidence of Completion
impact on core instruction

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

Action:
extend students' experiences in science through hands-on activities

Person or Persons Responsible:
administrators/district content support

Target Dates or Schedule:
weekly

Evidence of Completion:
journals, assessment of learning outcomes, formatives

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

Title I, Part A funds are utlized, in conjunction wtih various other federal, state and local funds, to support high quality instruction, parental engagement, and professional development for highest stuents 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 II, Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.

Title III funds are utlized to provide a variety of educational resources and support services to improve the education of 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 to families, including a schedule of parent workshops and other activities.

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year. 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.

Title I coordinates with district food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

Goal #1: Bradley MOU: To increase the achievement level of black students in reading (24% to 49%) and in math (9% - 38%); based on AMO targets.

Barrier #1: Lack of differentiated instruction

Strategy #1: Differentiate instruction through the formative assessment process.

Action Step #1: Differentiation of Instruction: student interests, classroom orientation prior knowledge/ background and skill level. Formative strategies: used to engage and scaffold learning. Teachers provides specific feedback: design to guide the student toward the learning goal. Students are provided opportunities to monitor their progress through peer/self-assessment.

Facilitator leader
Cultural Competency

Participants
SBLT/Coaches

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Lesson Plans & Walk-through
(Person Responsible: SBLT/Coaches)

Goal #2: Reading: Increase the number of students proficient in the area of reading from 39% to 59% as measured by the 2013-2014 FCAT. This will decrease the number of level 1 and level 2 students from 71% to 41%. Improve guided reading instruction in grades

Barrier #2: Effective use of common planning time.

Strategy #4: Examine student work during common planning.

Action Step #1: Readers notebooks, student work/rubrics, etc.

Facilitator leader
Kathy Beauregard Online learning modules: CPALMS, FLRTI

Participants
SBLT and Literacy Coach

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Reading journals, observation tool, etc.
(Person Responsible: SBLT and Literacy Coach)

Strategy #5: Develop process to train teachers on providing teacher-specific feedback.

Action Step #1: Train teachers to collect evidence from learning tasks and provide teacher-specific feedback in where students are in the learning.

Facilitator leader
Kath Beauregard

Participants
SBLT and Literacy Coach

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Student work - i.e., rubrics, exemplars, etc.
(Person Responsible: SBLT and Literacy Coach)

Goal #3: Writing: Increase the percentage of students proficient in the area of writing as measured by FCAT writing from 26% to 50%

Barrier #1: common core writing in response to text, professional development

Strategy #2: 4th grade teachers will attend Core Connections

Action Step #1: Provide support to help teachers increase students' comprehension of using a variety of text-based strategies

Facilitator leader
Tracie Bergman

Participants
SBLT/Litracy Coach/District Content Specialist

Target dates or schedule
4 Full-day session

Evidence of Completion and Person Responsible for Monitoring
reading journals analysis of student work
(Person Responsible: SBLT/Litracy Coach/District Content Specialist)

Goal #4: Math: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 29% to 55%. This reduces the number of Level 1 and Level 2 students from 71% to 45%. Utilize formative assessments to measure mastery of ben

Barrier #1: Effective use of common planning time.

Strategy #1: Unpack standards during common planning time.

Action Step #1: Using "unpacking" documents to generate learning goals from standards

Facilitator leader
Douglas Hill

Participants
Math coach and teachers

Target dates or schedule
prior to each unit

Evidence of Completion and Person Responsible for Monitoring
"unpacking" docs w/lesson plans and walk-through data
(Person Responsible: Math coach and teachers)

Strategy #2: Align instruction to math standards.

Action Step #1: Use common planning and PLC's to ensure lesson plans are benchmark aligned

Facilitator leader
Douglas Hill

Participants
Math Coach and teacher

Target dates or schedule
prior to each unit

Evidence of Completion and Person Responsible for Monitoring
walk-through data and lesson plans
(Person Responsible: Math Coach and teacher)

Goal #5: Science: Percentage of students achieving at Level 3 and above will increase from 20% to 45% Improve the use of formative assessments K-5th to ensure mastery of the taught standards.

Barrier #1: No Science coach, Time allocations, pull-outs during science, money, lack of content knowledge, lack of technology and materials, lack of team planning

Strategy #2: Effective use of formative strategies

Action Step #1: Provide teachers support, during PLC's, on using formative strategies to inform instruction, guide and expand student thinking.

Facilitator leader
K-5 Science Supervisor

Participants
Administrators and district content support

Target dates or schedule
monthly

Evidence of Completion and Person Responsible for Monitoring
classroom observations, lesson plans, student journals
(Person Responsible: Administrators and district content support)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail