FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3431 - Plumb Elementary School

District: 52 - Pinellas

Principal: Sandra Kemp

SAC Chair: Sandra Ladd

Superintendent: Dr. Michael A Grego

School Board Approval Date: [pending]

Last Modified on: 10/28/2013

Pam Stewart, Commissioner
Florida Department of Education
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Tallahassee, FL 32399

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Phone Number:	727-469-5976	
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School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	56%			
Minority:	33%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	A	B	A

Current School Status

School Information

School-Level Information

School Plumb Elementary School

Principal's name Sandra Kemp

School Advisory Council chair's name Sandra Ladd

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

Name	Title
Sandra Kemp	Principal
Tammy Keiper	Assistant principal
Erica Parsley	School Counselor
Colby Barrett	Behavior Specialist
Jennifer Stowers	Speech Therapist
Marianna Kanehl	VE Resource Teacher
Andrea Azorin	School Psychologist
TBD	Educational Diagnostician
DeAnne Lau	Social Worker
Nicole Harman	ESOL Teacher

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
Principal- Sandra Kemp
SAC Chair- Sandra Ladd
Teacher Reps- Liza Cole, Nancy Denton, Barbara Gurian
Parents- Thomas Jamo, Karla Moreno, Paul Cooley, Katina Washington, Mevlude Velioski
Community Rep- Brie Redfield

Describe the involvement of the SAC in the development of this school improvement plan
SAC will review end of the year 2012-2013 data and provide input as to greatest needs of the school
SAC will give suggestions for barriers and strategies for goals
SAC will review the final SIP and approve it for submission

Describe the activities of the SAC for the upcoming school year
SIP input and approval
School recognition input and approval
Data Review each common assessment cycle

Describe the projected use of school improvement funds and include the amount allocated to each project

To be determined with SAC at first meeting

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:

Sandra Kemp		
Principal	Years as Administrator: 12	Years at Current School: 0
Credentials	Certification-Elementary Education, Early Childhood, SLD, School Principal	
Performance Record	School grades ranging A to C under her leadership. One year D school, but was brought up to a C the following year. Her school received Mayor's "Top Apple Award" three times during her tenure for increasing school grade.	

Tammy Keiper		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Degrees: USF Certificate in Educational Leadership: Educational Leadership and Curriculum Development Master of Science Elementary Education Emphasis: Math and Science Bachelor of Science Elementary Education with ESOL Endorsement Certification: Educational Leadership, Elementary Education 1-6, ESOL Endorsement, Reading Endorsement	
Performance Record	2010-2011 B 2011-2012 A 2012-2013 A	

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:

Shelley Holder		
Part-time / District-based	Years as Coach: 1	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Reading Endorsement ESOL Endorsement B.S Degree Elementary Education 1-6 Masters Curriculum and Instruction through Interdisciplinary Studies
Performance Record	Last Year (2012-2013) Performance FCAT Perkins- A Reading: 81% meeting standards Writing: 75% meeting standards Reading Gains:78% Lowest 25 % making gains: 68% Curlew Creek-A Reading: 74% meeting standards Writing: 52% meeting standards Reading Gains:66% Lowest 25 % making gains: 70% Safety Harbor-B Reading: 67% meeting standards Writing: 62% meeting standards Reading Gains: 68% Lowest 25 % making gains: 65% Oldsmar-C Reading: 59% meeting standards Writing: 55% meeting standards Reading Gains:61% Lowest 25 % making gains: 65% Walsingham-C Reading: 51% meeting standards Writing: 60% Reading Gains: 63% Lowest 25 % making gains: 61%

Classroom Teachers

# of classroom teachers 69

 # receiving effective rating or higher 60, 87%

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

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 69, 100%

 # ESOL endorsed 28, 41%

 # reading endorsed 8, 12%

 # with advanced degrees 17, 25%

 # National Board Certified 3, 4%

 # first-year teachers 8, 12%

 # with 1-5 years of experience 12, 17%

 # with 6-14 years of experience 23, 33%
 # with 15 or more years of experience 20, 29%
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
 # receiving effective rating or higher
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. We are increasing opportunities for interns at Plumb in order to increase our Teacher Leaders and observe future teachers. We are increasing Teacher Leadership opportunities for teachers to feel more empowered and invested in staying at Plumb.
Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities New teachers and new to Plumb teachers will be part of Plumb's 2 year program, which includes 2 mentors, monthly meetings with administrators, and opportunities for Professional Outreach to shadow experienced teachers. One mentor is assigned for grade level support and one mentor is assigned based on matching personalities.
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 SBLT meets weekly to review data for core instruction, Tier 2 and Tier 3 effectiveness. Data is graphed and reviewed every 6 weeks and reviewed at all grade PLCs to discuss effectiveness of the interventions and make any necessary grouping changes. In our data room, we keep our school goals posted and review our target and current status each testing cycle. Our students in Tier 2 and Tier 3 are regularly progress monitored and data is posted in the data room. Our SIP teams meet every other month to review data and strategies. Reccommendations to adjust or add strategies are part of this on-going process to ensure we are aiming for school goals.
What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? Team Leader, Recorder, Facilitator, Erica Parsley- School Counselor & Tier 3 Coordinator- Facilitates all SBLT meetings, sends out agendas and minutes, maintains records for Tier 3 students, participates in all

PSW meetings, and uses student data to identify needs

Timekeeper, Snack Master, Jennifer Stowers- Speech Pathologist- works with the team and teachers to create and review intervention plans, supports students in RtI

Communications, Marianna Kanehl- VE Resource Teacher- Provide academic support, reviews data, supports teachers with ESE strategies

Communications, Nicole Harman- ESOL Teacher- Provide academic support, reviews data, supports teachers with ESOL strategies

Behavior Expert, Colby Barrett- Behavior Specialist- Collects Tier 1, 2 & 3 behavior data, reviews data with team and teachers, develops FBA/PBIP, provides support for students and teachers

Data Manager, Andrea Azorin- School Psychologist- Collects, graphs, and reviews data with team, teachers, and parents, creates PSWs, conducts observations, and evaluates for student needs

Data Manager, DeAnne Lau- School Social Worker- Collects, graphs, and reviews data with team, teachers, and parents, supports student evaluations, provides Tier 2 and 3 supports, monitors attendance data

Administrator, Sandra Kemp- Principal- participates in data meetings, supports initiatves by providing time and trainings to staff

Administrator, data manager, Tammy Keiper-Assistant principal- tracks student data- reviews data with team and teachers, aligns interventions to student need, creates schedules to accommodate interventions

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

School goals are visually posted in the data room. The data room is accessed by all teams each week. All SBLT, CST, and PLC meetings are held in this room. Student data is posted, monitored, and reviewed on a weekly basis. Data is visible to all staff members in the data room and interventions are created based on the data. Every six weeks, Tier 2 data is graphed and reviewed at PLCs and decisions are made based on the data. Tier 3 data folders are updated and available for review. Tier 1 Behavior data is reviewed once a semester and is used to make any Tier 2 decisions. SBLT minutes are available for all staff to review.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

Plumb Progress Monitoring for Language Arts

Core, Tier 1 (as indicated in chart)

Baseline data collected 8/19-2/30

Kindergarten: 1st semester- Alphabet Fluency (names & sounds), Dibels FSF,Dibels PSF

2nd semester- Dibels PSF,Dibels NWF

Grades 1-5: Running Records

Reading Level Frequency

A-I Every 6 Weeks

J-P Every 9 Weeks

Q+ Every 12 Weeks

Supplemental, Tier 2 (every other week)

Weeks of: 9/16, 9/30, 10/14, 10/28, 11/11, 12/2, 12/16, 1/6, 1/20, 2/3, 2/17, 3/3, 3/17, 4/8, 4/22, 5/6, 5/20

Kindergarten: Alphabet Fluency (names & sounds), Dibels FSF or Dibels PSF

Grade 1: Dibels NWF

Grade 2: Dibels ORF

Grade 3: Dibels Daze

Grade 4: Dibels Daze

Grade 5: Dibels Daze

Intervention, Tier 3 (weekly)

Kindergarten: Alphabet Fluency (names & sounds), Dibels FSF or Dibels PSF

Grade 1: ORF- Aims Web

Grade 2: ORF- Aims Web

Grade 3: ORF-Aims Web

Grade 4: ORF- Aims Web
Grade 5: ORF- Aims Web
Math Core Data will be posted in the data room and monitored through common assessments
Supplemental Math data will be tracked through teacher created assessments which will be based on instruction
Intervention Math data will be monitored through Aims Web
Enagagement data being tracked includes Behavior and Attendance
Tier 1 Behavior data is collected once a semester through a checklist
Tier 2 Behavior data is collected weekly (student self monitoring checklist)
Tier 3 Behavior data is collected daily (teacher monitoring checklist)
Attendance is reviewed twice a month by the CST
Teachers review attendance data monthly
Data is tracked by the School Counsleor and Social Worker indicating what steps are being taken for individual students in regards to attendance

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
The SBLT will be sending staff a Survey to access their understanding of the MTSS processes. Based on the survey, SBLT memebers will present information at staff meetings, PLCs and through curriculum meetings. One-on-one assistance will be provided for any individuals needing more clarification.

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: 3,600

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Math intervention groups will meet twice a week, an hour per day, for thirty weeks. Resources for these groups are in the process of being determined.

How is data collected and analyzed to determine the effectiveness of this strategy?
Tier 2 Progress Monitoring will occur every two weeks. Data will be analyzed every six weeks for effectiveness and need for change.

Who is responsible for monitoring implementation of this strategy?
ELP teachers

Literacy Leadership Team (LLT)

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

Name	Title
Sandra Kemp	Principal
Tammy Keiper	Assistant principal
Pam Milhan	Media Specialist
Katelyn Beatty	3rd grade teacher
Jennifer Stowers	Speech Pathologist

Alisa Phillips	1st grade teacher
Mallory Ducey	2nd grade teacher
Colleen Burr	4th grade teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT will combine with the LLC to help with the implementation of CCSS- providing trainings, serve as teacher models, and support to others.
Meetings will be held monthly, one week prior to curriculum meetings, to plan for trainings.

What will be the major initiatives of the LLT this year?
Common Core implementation
Teacher's College Running Records

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
Plumb has 3 Pre-K units that begin supporting student transition through visiting Kindergarten classrooms and following school and lunch processes. Pre-K teachers hold meetings with their parents about the preparation for kindergarten,

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	73%	70%	No	76%
American Indian				
Asian		100%		1%
Black/African American	51%	47%	No	56%
Hispanic	63%	53%	No	67%
White	76%	77%	No	1%
English language learners	57%	26%	No	61%
Students with disabilities	41%	43%	No	1%
Economically disadvantaged	63%	60%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	28%	38%
Students scoring at or above Achievement Level 4	157	42%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	192	74%	90%
Students in lowest 25% making learning gains (FCAT 2.0)	84	80%	90%

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)	30	58%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	35%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	22%	32%

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	94	74%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	70%	62%	No	73%
American Indian				
Asian		86%		1%
Black/African American	51%	37%	No	56%
Hispanic	62%	62%	No	1%
White	72%	67%	No	75%
English language learners	53%	48%	No	57%
Students with disabilities	51%	32%	No	56%
Economically disadvantaged	59%	61%	No	1%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	32%	45%
Students scoring at or above Achievement Level 4	118	32%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		66%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	140	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	63%	75%

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	36	31%	35%
Students scoring at or above Achievement Level 4	57	48%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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)	5		10
Participation in STEM-related experiences provided for students	384	43%	65%

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	79	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	22	3%	1%
Students who are not proficient in reading by third grade	47	37%	25%
Students who receive two or more behavior referrals	64	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	3%	2%

Area 9: Parent Involvement

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

Describe parental involvement targets for your school

To improve community involvement in academic areas by increasing the number of mentors and tutors to work with students in their areas of need.

To strengthen community awareness of educational information by increasing the attendance at school and/or PTA informational events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of tutors and mentors	5	1%	5%
Collect baseline data on attendance of school at PTA informational events.	0	0%	50%

Goals Summary

Goal #1:
To meet Bronze Level on Healthy Schools Inventory

Goal #2:
To decrease the number of students receiving referrals.

Goal #3:
To decrease the number of students missing 10% or more of instructional time

Goal #4:
To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%

Goal #5:
To increase the percent of proficient students in Math subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 62% to 73%, Black students 48% to 57%, White students 67% to 75%, ELL students from 48% to 57%, and SWD students 32% to 56%

Goal #6:
Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.

Goal #7:
Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%.

Goals Detail

Goal #1:	**To meet Bronze Level on Healthy Schools Inventory**
Targets Supported	• Additional Targets
Resources Available to Support the Goal	• District Wellness resources and contacts
Targeted Barriers to Achieving the Goal	• Failure to perform a Healthy School Team Failure to share awareness of Healthy School Program Process

Plan to Monitor Progress Toward the Goal

Action:
School Healthy Teams monitor iniatives

Person or Persons Responsible:
School Healthy Teams

Target Dates or Schedule:
Monthly

Evidence of Completion:
Steps toward Bronze Award are being completed

Goal #2:	**To decrease the number of students receiving referrals.**

| **Targets Supported** | • EWS |
| | • EWS - Elementary School |

| **Resources Available to Support the Goal** | • Books- CPI, CHAMPS, Ruby Payne |

| **Targeted Barriers to Achieving the Goal** | • Common language is not used across campus |

Plan to Monitor Progress Toward the Goal

Action:
SBLT reviews data and no gap is evident

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Monthly SBLT minutes indicate no gap in referral data

| **Goal #3:** | **To decrease the number of students missing 10% or more of instructional time** |

| **Targets Supported** | • EWS |
| | • EWS - Elementary School |

| **Resources Available to Support the Goal** | • Social Worker Guidance Counselor All Children's Walking School Bus initiative |

| **Targeted Barriers to Achieving the Goal** | • Parents unaware of significance of bell to bell instruction |
| | • Many illnesses spread in classrooms |

Plan to Monitor Progress Toward the Goal

Action:
PLC focus on EWS reviews data for attendance and tardies

Person or Persons Responsible:
Adminstrators and teachers

Target Dates or Schedule:
monthly

Evidence of Completion:
Improved attendance and tardy data

| **Goal #4:** | **To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%** |

Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
Resources Available to Support the Goal	• Journey's Curriculum Guided Reading Materials Pathways to Common Core
Targeted Barriers to Achieving the Goal	• Lack of teacher knowledge about strategies, best practices, and accommodations for specified subgroups
	• Lack of implementing collaborative planning and data driven instruction

Plan to Monitor Progress Toward the Goal

Action:
Tier 1, 2, and 3 data will be reviewed with teachers on a consistent basis

Person or Persons Responsible:
Principal and AP

Target Dates or Schedule:
monthly

Evidence of Completion:
Data will be shown in graph form monthly to determine progress of students

Goal #5:	**To increase the percent of proficient students in Math subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 62% to 73%, Black students 48% to 57%, White students 67% to 75%, ELL students from 48% to 57%, and SWD students 32% to 56%**
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
Resources Available to Support the Goal	• Go Math CCSS CPalms Classroom Discussions
Targeted Barriers to Achieving the Goal	• Lack of differentiated instruction

Plan to Monitor Progress Toward the Goal

Action:
Analyzing data and implementing new strategies

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data shows increase of students making gains towards meeting math profciency

Goal #6:	Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.
Targets Supported	• Writing
Resources Available to Support the Goal	• Pinellas County Language Arts Curriculum CCSS
Targeted Barriers to Achieving the Goal	• Lack of knowledge in writing across curriculum

Plan to Monitor Progress Toward the Goal

Action:
Student data reflects growth

Person or Persons Responsible:
Adminstrators

Target Dates or Schedule:
On-going

Evidence of Completion:
There will be an Increase in students at proficient levels in writing scores based on common assessments

Goal #7:	Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%.
Targets Supported	• Science • Science - Elementary School
Resources Available to Support the Goal	• Fusion Science Shack Consumable Materials
Targeted Barriers to Achieving the Goal	• Time factors prevent teachers from including hands-on science activities and experiments

Plan to Monitor Progress Toward the Goal

Action:
Science data will be shared and discussed during PLC

Person or Persons Responsible:
Adminstrators and teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Percent of students meeting science expectations will increase at each cycle of common assessment

Action Plan for Improvement

Goal #1:	To meet Bronze Level on Healthy Schools Inventory
Barrier #1:	Failure to perform a Healthy School Team Failure to share awareness of Healthy School Program Process
Strategy #1 to Overcome the Barrier	Create an action plan for the year to ensure the Healthy Team initiatives are put into action

Step #1 to Implement Strategy #1

Action:
Develop a Healthy School Team

Person or Persons Responsible:
Wellness Champ

Target Dates or Schedule:
September 2013

Evidence of Completion:
Healthy School Team roster

Step #2 to Implement Strategy #1

Action:
Evaluate school by updating the Healthy School Inventory

Person or Persons Responsible:
Wellness Champ

Target Dates or Schedule:
November 2013

Evidence of Completion:
Completed inventory

Step #3 to Implement Strategy #1

Action:
Create an action plan for each item not meeting on the inventory

Person or Persons Responsible:
Healthy School Team

Target Dates or Schedule:
December 2013

Evidence of Completion:
Completed action plan

Step #4 to Implement Strategy #1

Action:
Explore resources to help meet identified Inventory item

Person or Persons Responsible:
Healthy School Team

Target Dates or Schedule:
January 2014

Evidence of Completion:
Resources sought become are put into action

Step #5 to Implement Strategy #1

Action:
Celebrate Success

Person or Persons Responsible:
All school staff

Target Dates or Schedule:
May 2014

Evidence of Completion:
Bronze Award Celebration

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

Action:
Monitor calendar of events and actions

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
on-going

Evidence of Completion
Resources and initiatives are put into action and scheduled on school-wide calendar

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

Action:
Steps to meeting a Bronze Award are made

Person or Persons Responsible:
Healthy School Team

Target Dates or Schedule:
May 2014

Evidence of Completion:
Bronze Award is achieved

Goal #2:	To decrease the number of students receiving referrals.
Barrier #2:	Common language is not used across campus
Strategy #1 to Overcome the Barrier	Implement and teach school-wide behavior expectations

Step #1 to Implement Strategy #1

Action:
Develop new school-wide expectations with stake holder involvement

Person or Persons Responsible:
Principal

Target Dates or Schedule:
August

Evidence of Completion:
Newly develop school-wide expectations

Step #2 to Implement Strategy #1

Action:
Create class rules based on school-wide expectations

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
August

Evidence of Completion:
Posted class rules that align with school-wide expectations

Step #3 to Implement Strategy #1

Action:
Communicate to parents class and school expectations through Open House, Newsletters, and Connect Ed messages

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Handouts, presentations, newsletters, and connect ed messages with class and school expectations

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

Action:
School-wide expectations are being used across all school settings

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
on-going

Evidence of Completion
Students are following school-wide expectations

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

Action:
Referral data is reviewed monthly at SBLT

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
monthly

Evidence of Completion:
Referral data follows a decreasing trend

Goal #2:	To decrease the number of students receiving referrals.
Barrier #2:	Common language is not used across campus
Strategy #2 to Overcome the Barrier	Continue to monitor behavior data to ensure there remains no gap for any subgroups- black, Hispanic, SWD, ESE, or ESOL

Step #1 to Implement Strategy #2

Action:
Subgroup referrals data will be reviewed monthly at SBLT and if data indicates a gap, actions will be put in place

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Monthly

Evidence of Completion:
SBLT minutes reflect data

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

Action:
SBLT minutes will be reviewed

Person or Persons Responsible:
Principal

Target Dates or Schedule:
monthly

Evidence of Completion
SBLT minutes are signed off by the Principal

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

Action:
If no gap presents itself, school-wide strategies are working and monitoring is effective

Person or Persons Responsible:
Principal

Target Dates or Schedule:
monthly

Evidence of Completion:
SBLT minutes shows no gap in referral data for any subgroups

Goal #3:	To decrease the number of students missing 10% or more of instructional time
Barrier #2:	Parents unaware of significance of bell to bell instruction
Strategy #1 to Overcome the Barrier	Inform parents of importance of bell to bell instruction

Step #1 to Implement Strategy #1

Action:
Share with parents importance of bell to bell instruction at meetings and through other school means of communication

Person or Persons Responsible:
Administrators and teacher

Target Dates or Schedule:
August and as needed

Evidence of Completion:
Agenda item at Open House, PTA, SAC, newsletters, Connect Ed

Step #2 to Implement Strategy #1

Action:
Monitor and interact with parents of students struggling with tardies and absences

Person or Persons Responsible:
CST

Target Dates or Schedule:
on-going

Evidence of Completion:
CST log

Step #3 to Implement Strategy #1 - Budget Item

Action:
Provide alarm clocks to third-fifth grade students that are consistently tardy.

Person or Persons Responsible:
CST

Target Dates or Schedule:
On-going based on tardy data

Evidence of Completion:
Log of students receiving alarm clocks

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

Action:
Participate in CST meetings to ensure we are working toward the goal

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
on-going

Evidence of Completion
CST logs

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

Action:
Monitor student attendance and tardies twice a month

Person or Persons Responsible:
CST

Target Dates or Schedule:
on-going

Evidence of Completion:
CST logs show improvement

Goal #3:	To decrease the number of students missing 10% or more of instructional time
Barrier #4:	Many illnesses spread in classrooms
Strategy #1 to Overcome the Barrier	Work with plant operations to develop an improved cleaning routine

Step #1 to Implement Strategy #1

Action:
Discuss data and prior year concerns with Administrative team

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
First month

Evidence of Completion:
meeting minutes

Step #2 to Implement Strategy #1

Action:
Work with HPO to develop a cleaning (using germicide, bleach/water, etc on areas that students touch) and monitoring plan

Person or Persons Responsible:
Administrators and HPO

Target Dates or Schedule:
First month

Evidence of Completion:
Cleaning and monitoring plan developed

Step #3 to Implement Strategy #1

Action:
Monitors cleaning plan

Person or Persons Responsible:
HPO

Target Dates or Schedule:
on-going

Evidence of Completion:
Checklists indicating plan is being followed

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

Action:
Observes plan in place

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
on-going

Evidence of Completion
Observation of rooms

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

Action:
Reviews attendance data and early release data

Person or Persons Responsible:
CST

Target Dates or Schedule:
on-going

Evidence of Completion:
CST logs indicate less sick children

Goal #4:	To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%
Barrier #2:	Lack of teacher knowledge about strategies, best practices, and accommodations for specified subgroups
Strategy #1 to Overcome the Barrier	Design and deliver PD in strategies, best practices and accommodations for varied learners.

Step #1 to Implement Strategy #1

Action:
Share data with staff and SAC: AMO, Demographics

Person or Persons Responsible:
Assistant principal

Target Dates or Schedule:
Week of August 12

Evidence of Completion:
Minutes from meeting

Step #2 to Implement Strategy #1

Action:
Share data with leadership team: Climate, PD, outline of plan

Person or Persons Responsible:
Assistant principal

Target Dates or Schedule:
Week of August 19

Evidence of Completion:
Minutes from meeting

Step #3 to Implement Strategy #1

Action:
Staff completes Survey Monkey

Person or Persons Responsible:
Assistant principal

Target Dates or Schedule:
September

Evidence of Completion:
Survey results

Step #4 to Implement Strategy #1 - PD Opportunity

Action:
Provide book study opportunity using A Framework for Understanding Poverty and Culturally Proficient Schools

Person or Persons Responsible:
All instructional staff and support staff will be encouraged to attend

Target Dates or Schedule:
Monthly

Evidence of Completion:
Monthly agendas and Sign in sheets

Facilitator:
Assistant principal

Participants:
All instructional staff and support staff will be encouraged to attend

Step #5 to Implement Strategy #1 - PD Opportunity

Action:
Posts online articles and research with reflective questions for staff

Person or Persons Responsible:
All instructional staff will participate, support staff will be invited to participate

Target Dates or Schedule:
Monthly

Evidence of Completion:
Responses to questions

Facilitator:
Assistant principal

Participants:
All instructional staff will participate, support staff will be invited to participate

Step #6 to Implement Strategy #1

Action:
Teachers include new strategies in lesson plans

Person or Persons Responsible:
Assistant principal

Target Dates or Schedule:
On-going

Evidence of Completion:
New strategies seen in lesson plans

Step #7 to Implement Strategy #1

Action:
Staff completes Survey Monkey

Person or Persons Responsible:
Assistant principal

Target Dates or Schedule:
May

Evidence of Completion:
Survey results

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

Action:
Monitor quality and fidelity of PD opportunities being offered to staff

Person or Persons Responsible:
Principal

Target Dates or Schedule:
on-going

Evidence of Completion
Meetings held (agendas and sign ins) Teacher implementation (lesson plans and visible during walk thrus)

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

Action:
New strategies, best practices, and accommodations are being implemented in classrooms

Person or Persons Responsible:
Principal and AS

Target Dates or Schedule:
Monthly

Evidence of Completion:
Lesson plans and walk thrus show evidence of strategies Data shows improvement

Goal #4:	To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%
Barrier #3:	Lack of implementing collaborative planning and data driven instruction
Strategy #1 to Overcome the Barrier	Create time for collaborative planning

Step #1 to Implement Strategy #1

Action:
Create a schedule to incorporate collaborative planning

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Beginning of Year

Evidence of Completion:
Schedule

Step #2 to Implement Strategy #1

Action:
Provide teachers the opportunity to do on-line team planning in order to share and collaborate

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Grade level use of plan book online

Step #3 to Implement Strategy #1

Action:
Provide opportunity for grade level on-line planning to support sharing

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Grade level teams using an online planbook

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

Action:
Observing teacher collaboration

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Daily

Evidence of Completion
Common planning

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

Action:
Instructional practices show collaboration

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
On-going

Evidence of Completion:
Lesson plans Walk thru evidence

Goal #5:	To increase the percent of proficient students in Math subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 62% to 73%, Black students 48% to 57%, White students 67% to 75%, ELL students from 48% to 57%, and SWD students 32% to 56%
Barrier #1:	Lack of differentiated instruction
Strategy #3 to Overcome the Barrier	Analyze math data and use data to drive differentiated instruction

Step #1 to Implement Strategy #3

Action:
Create a calendar for data collection and analysis

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
August

Evidence of Completion:
Calendar is created and in place

Step #2 to Implement Strategy #3

Action:
Analyze end of year math data of students in order to plan for differentiation

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
September

Evidence of Completion:
Data is analyzed and groups are formed

Step #3 to Implement Strategy #3

Action:
Meet regularly to discuss student data and instructional strategies

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-Going

Evidence of Completion:
Minutes from data meetings Strategies for groups in lesson plans

Step #4 to Implement Strategy #3

Action:
Students from SWD and Black subgroups will be invited to additional Math groups after school, two days a week

Person or Persons Responsible:
Assistant principal

Target Dates or Schedule:
October- May

Evidence of Completion:
Students will attend after school groups, data will be collected and analyzed for effectiveness and/or change

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

Action:
Participate in Math data analysis meetings

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion
Visually evident Minutes from meetings

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

Action:
Review data

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
Increase in the number of students meeting expectations based on common assessment data

Goal #6:	Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.
Barrier #2:	Lack of knowledge in writing across curriculum
Strategy #1 to Overcome the Barrier	Create PD opportunities for writing across the curriculum

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Incorporate writing in PD opportunities (even if writing is not the focus)

Person or Persons Responsible:
All instrcutional staff at curriculum meetings

Target Dates or Schedule:
Monthly

Evidence of Completion:
All PD has a writing component

Facilitator:
Assistant principal

Participants:
All instrcutional staff at curriculum meetings

Step #2 to Implement Strategy #1

Action:
Collaboratively planning to increase writing in all areas

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Writing is evident in lesson plans

Step #4 to Implement Strategy #1

Action:
Keyboarding skills will occur during Computer Lab instruction

Person or Persons Responsible:
Media Specialist

Target Dates or Schedule:
on-going

Evidence of Completion:
Lesson plans indicate keyboarding activities

Step #4 to Implement Strategy #1

Action:
Teachers will be expected to implement writing journals for all subjects

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Students are using journals in all subject areas

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

Action:
Monitors writing opportunities built in to PD opportunities

Person or Persons Responsible:
Principal

Target Dates or Schedule:
On-going

Evidence of Completion
Seen in trainings, teachers written tasks

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

Action:
Teachers increase writing opportunities for students

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
On-going

Evidence of Completion:
Lesson plans Evident during walk thrus

Goal #7:	Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%.
Barrier #4:	Time factors prevent teachers from including hands-on science activities and experiments
Strategy #1 to Overcome the Barrier	Create a schedule for use of Science Shack to allow for teachers to take students to complete activities

Step #1 to Implement Strategy #1

Action:
Work with team leaders to develop a rotational schedule for use of Science Shack

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
August

Evidence of Completion:
Schedule is created and utilized

Step #2 to Implement Strategy #1

Action:
Schedule team time in the Science Shack for all grade level students

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Teachers and students are utilizing the Science Shack for activities

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #7

Action:
Observe teachers and students utilizing Science Shack

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
on-going

Evidence of Completion
Walk thru evidence of use

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #7

Action:
Team discussions on best uses, set-up, areas for improvement will occur during PLC

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
PLC minutes

Goal #7:	Increase the percent of proficient fifth grade students on the Science FCAT from 74% to 85%.
Barrier #4:	Time factors prevent teachers from including hands-on science activities and experiments
Strategy #3 to Overcome the Barrier	Seek volunteer support for science set-up

Step #1 to Implement Strategy #3

Action:
Elicit volunteers at volunteer orientation

Person or Persons Responsible:
Community Liasion

Target Dates or Schedule:
September

Evidence of Completion:
Volunteer orientation agenda

Step #2 to Implement Strategy #3

Action:
Create a communication log between teachers and volunteers in regards to science equipment needs and set-up

Person or Persons Responsible:
Community Liasion

Target Dates or Schedule:
On-going

Evidence of Completion:
Log is in use

Step #3 to Implement Strategy #3

Action:
Train volunteers to find and set-up science shack materials

Person or Persons Responsible:
Community Liasion

Target Dates or Schedule:
October

Evidence of Completion:
Training agenda and minutes

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #4 to Goal #7

Action:
Observe the Science Shack in use by teachers

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
On-going

Evidence of Completion
Science shack schedule is up and in use

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #4 to Goal #7

Action:
Teachers will provide feedback to administrators on materials being prepped

Person or Persons Responsible:
Administrators / Teachers

Target Dates or Schedule:
on-going

Evidence of Completion:
Feedback provided

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 #4: To increase the percent of proficient students in Reading subgroups to meet AMO targets in grades 3-5 based on FCAT 2.0. All students 70% to 76%, Hispanic students 53% to 67%, ELL students 26% to 61%, ED students 60% to 66%, and Black students 47% to 56%

Barrier #2: Lack of teacher knowledge about strategies, best practices, and accommodations for specified subgroups

Strategy #1: Design and deliver PD in strategies, best practices and accommodations for varied learners.

Action Step #4: Provide book study opportunity using A Framework for Understanding Poverty and Culturally Proficient Schools

Facilitator leader
Assistant principal

Participants
All instructional staff and support staff will be encouraged to attend

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Monthly agendas and Sign in sheets
(Person Responsible: All instructional staff and support staff will be encouraged to attend)

Action Step #5: Posts online articles and research with reflective questions for staff

Facilitator leader
Assistant principal

Participants
All instructional staff will participate, support staff will be invited to participate

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Responses to questions
(Person Responsible: All instructional staff will participate, support staff will be invited to participate)

Goal #6: Increase the number of fourth grade students scoring 3.5 or above from 74% to 85% based on FCAT Writing.

Barrier #2: Lack of knowledge in writing across curriculum

Strategy #1: Create PD opportunities for writing across the curriculum

Action Step #1: Incorporate writing in PD opportunities (even if writing is not the focus)

Facilitator leader
Assistant principal

Participants
All instrcutional staff at curriculum meetings

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
All PD has a writing component
(Person Responsible: All instrcutional staff at curriculum meetings)

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Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #3	To decrease the number of students missing 10% or more of instructional time	$100
	Total	$100

Budget Summary by Resource Type and Funding Source

Resource Type	Other	Total
School Counselor funds	$100	$100
Total	$100	$100

Budget Detail

Goal #3: To decrease the number of students missing 10% or more of instructional time

Barrier #2: Parents unaware of significance of bell to bell instruction

Strategy #1: Inform parents of importance of bell to bell instruction

Action Step #3: Provide alarm clocks to third-fifth grade students that are consistently tardy.

Resource Type	Other
Resource	Alarm clocks
Funding Source	School Counselor funds
Amount Needed	$100