FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 3461 - Ponce De Leon Elementary School

District: 52 - Pinellas

Principal: Thea Saccasyn

SAC Chair: Julie Holloway

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

Last Modified on: 11/01/2013

	Physical	Mailing
Address:	1301 PONCE DE LEON BLVD Clearwater, FL 33756	1301 PONCE DE LEON BLVD Clearwater, FL 33756
Phone Number:	727-588-3573	
Web Address:	http://www.ponce-es.pinellas.k12.fl.us	
Email Address:	3461.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	86%			
Minority:	64%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	D	C	B

Current School Status

School Information

School-Level Information

School Ponce De Leon Elementary School

Principal's name Thea Saccasyn

School Advisory Council chair's name Julie Holloway

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

Name	Title
Thea Saccasyn	Principal
Greg Logan	Assistant Principal
Sadra Bostick	MTSS Coach
Christen Ku	Teacher on Special Assignment
Kim Dumaine	Guidance Counselor
Kathy Leighton	Psychologist
Caroline Centner-Conlon	Social Worker

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

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

Describe the membership of the SAC including position titles
The membership of the SAC is appropriately aligned to the school and community demographics. The council includes a chairperson, vice chair, secretary, treasurer and additional members including the school's administrators, staff, community members and parents.

Describe the involvement of the SAC in the development of this school improvement plan
The SAC has played a contributory role in developing goals and action plans. Additionally, SAC has approved the SIP budget and preliminary plan.

Describe the activities of the SAC for the upcoming school year
SAC serves in an advisory role to the school's administration. They meet monthly to review school events, the budget and requests made, evaluates school needs, discusses the political educational climate and now it effects the school.

Describe the projected use of school improvement funds and include the amount allocated to each project
SAC funds for this year will be used toward technology, including the funding of an hourly technology technician to support the existing technology in the school.

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:

Thea Saccasyn		
Principal	Years as Administrator: 15	Years at Current School: 13
Credentials	Master of Science Educational Leadership Pending: Doctorate in Curriculum Teaching and Teacher Education	
Performance Record	Past 11 years, Ponce has been an A school six years, a B three years, a C, and D, the past two years.	
Greg Logan		
Asst Principal	Years as Administrator:	Years at Current School:
Credentials	Master of Science Educational Leadership	
Performance Record		

Instructional Coaches

 # Instructional Coaches 1

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

Instructional Coach Information:

Marilee Hoffman		
Part-time / School-based	Years as Coach: 1	Years at Current School: 0
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers 55

 # receiving effective rating or higher 89, 162%

 # 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. 55, 100%

 # ESOL endorsed 55, 100%

 # reading endorsed 3, 5%

 # with advanced degrees 32, 58%
 # National Board Certified 3, 5%
 # first-year teachers 5, 9%
 # with 1-5 years of experience 21, 38%
 # with 6-14 years of experience 34, 62%
 # with 15 or more years of experience 38, 69%
Education Paraprofessionals
# of paraprofessionals 4
 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 4, 100%
Other Instructional Personnel
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 14
 # receiving effective rating or higher 93, 664%
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. The principal, Thea Saccasyn actively seeks excellent teaching candidates by keeping files of resumes and through networking with other professionals. She works closely with the school's MTSS coach, who trains and supports all the Title 1 teaching partners, so that when openings become available, our qualified hourly teachers can be hired. Teachers are supported through the year with professional training, TDE's to analyze data, and opportunities to work with coaches to improve their teaching strategies.
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 A member of the leadership team meets with new teachers monthly to help them understand district and school policies and processes. This mentor teacher also makes herself available each day to provide individual support as needed. Team leaders play an important role in supporting new teacherswith student managment techniques and curriculum. Coaches are assigned more often to work with new teachers as they work to implement research based strategies. School administration will consistently provide walk-through feedback to build confidence as well as to support coaching initiatives. The MTSS Coach will provide additional support and training to new teachers so they fully understand the MTSS process as it relates to student achievement. One teacher on staff is trained as a new teacher mentor and holds monthly meetings with new teachers for support.
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

Data collection of Tier 1 data in reading, math, behavior will be collected on monthly basis and entered into spreadsheet, graphed & discussed on rotating schedule with SBLT team members, team PLC's and ½ day TDE data chats. Due dates are listed on master calendar.

Tier 2/3 data collection weekly in reading for all identified */** Tier 2, Tier 3 students will be entered into spreadsheet, graphed & discussed on rotating schedule at SBLT and TDE data chats.

Intervention resources will be assigned to classrooms based on student need (Title 1 personnel, ESOL, ESE, materials).

Intervention daily for all */** Tier 2, Tier 3 students provided by teachers and Title 1 staff.

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

Facilitator-Thea Saccasyn-Principal-leads team in making decisions

Behavior Report-TBA-Assistant Principal-monitors SIP implementation/Title 1

Compiles and Reports data trends -Sadra Bostick- MTSS coach-coordinates and presents data collected

Member at Large-Christen Ku-Teacher on Special Assignment (LLI) -staff liaison, supports with observations

Secretary-Kim Dowden-Guidance Counselor-completes meeting agendas and keeps notes, rserves as

compliance officer

Reports on evaluations completedKathleen Shea-psychologist

FBA/attendance officer-TBA-Social Worker

The Principal's Advisory Committee (PAC), will be comprised of the principal, assistant principal, guidance couselor, MTSS Coach, Literacy Coach, and LLI Lead Teacher will monitor all goals of SIP. They will meet bi-weekly.

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

Every member of the leadership team in on the MTSS/RtI and serves a specific role. Since the team meets weekly with grade level representatives to discuss core instruction (Tier 1) weekly decisions will be made to adjust instructional strategies and assessment data as needed. Subjects are alternated; Week 1 will be reading, Week 2, math, Week 3 Science, Week 4, Attendance and Behavior.

Every 6 weeks, during a grade level hald day TDE, grade level teams will meet with SBLT members to discuss Tier 2 students, progress monitoring results and make decisions based on those interventions and those results.

The principal has a Principal Advisory Committee that meets biweekly to monitor the goals, strategies and action steps of the SIP. This PAC includes Principal, Assistant Principal, Guidance Counselor, MTSS Coach.

The Principal and Assistant Principal will meet regularly (TBA) with instructional coaches to monitor student response rates, levels of complexity and fidelity to research based instructional practices.

The master schedule supports common planning time to facilitate collaborative planning, professional development with literacy coach and data analysis.

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)

Reading/Math – grade level Tier 1 assessments given mid/post units (K,1,2) and Florida Achieves (3-5)

Behavior – data collected on school wide behavior rubric weekly input (k-5)

Tier 2 – Kindergarten (weekly OPM) FSF, NWF ; 1st – (weekly OPM) NWF, ORF; 2nd (weekly OPM) ORF; 3rd-5th (weekly OPM) DAZE
All data entered into a grade level spreadsheet and graphed according to individual teacher and grade level – compared to the baseline expectation

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
During Pre-school, or within the first month of school, the staff will recieve training on the MTSS process, specifically data collection. This professional development will be given by the MTSS Coach and the Guidance Counselor. Training will also occur to explain how this process is used to support positive behavior.

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: 2,800

Strategy Purpose(s)
Instruction in core academic subjects

Strategy Description
Students will meet in small groups to receive mathematic instruction in number sense, standard algorithms and basic facts, based on their grade level standards.

How is data collected and analyzed to determine the effectiveness of this strategy?
Year end district asssessments and FCAT 2.0 scores are used to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?
Sadra Bostick, MTSS Coach

Literacy Leadership Team (LLT)

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

Name	Title
Thea Saccasyn	Principal
TBA	Assistant Principal
Sadra Bostick	MTSS Coach
Marilee Hoffman	Literacy Coach
Christen Ku	LLI Lead Teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The members of the LLT are also members of the SBLT. During SBLT meetings, the members of the LLT provide information and guidance in the decision making process with regards to literacy instruction.
They provide expertise in matching interventions to student needs and play an important role in monitoring Tier 1 instruction, Monthly, walk-throughs are completed with specific purposes in mind and the coaching sessions and staff professional development are planned based on needs observed.

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

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, Science, and Technical Subjects (a focus on text, task, and instruction).

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student
The school assures that all teachers have appropriate professional development, including training in Common Core Standards, Guided Reading and various interventions. Students are progressed monitor and regularly scheduled data meetings are held to analyze data and group students appropriately as needed.

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.
Since Ponce de Leon also has two pre-school classrooms, our pre-K teachers are on the same team as the Kindergarten teachers so they can articulate regarding standards.

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?
Students are provided opportunities for hands on science and real world math. Non fiction text is analyzed to make comparisons between sources. Connections to real life are made frequently.

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%	41%	No	63%
American Indian				
Asian	58%	80%	No	1%
Black/African American	36%	25%	No	42%
Hispanic	50%	40%	No	55%
White	73%	57%	No	75%
English language learners	34%	31%	No	41%
Students with disabilities	37%	5%	No	43%
Economically disadvantaged	52%	34%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	26%	40%
Students scoring at or above Achievement Level 4	43	15%	23%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	102	37%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	48	69%	75%

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)	64	51%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	33	27%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	22%	35%

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	53	60%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		50%

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	53%	34%	No	58%
American Indian				
Asian	64%	50%	No	68%
Black/African American	30%	21%	No	37%
Hispanic	50%	37%	No	55%
White	64%	43%	No	68%
English language learners	39%	36%	No	45%
Students with disabilities	37%	11%	No	43%
Economically disadvantaged	48%	28%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	19%	33%
Students scoring at or above Achievement Level 4	41	15%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	92	34%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	56%	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	14	17%	25%
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	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

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	128	19%	15%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	0%
Students who are not proficient in reading by third grade	72	71%	50%
Students who receive two or more behavior referrals	45	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	11%	8%

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 school has a Parent Involvement plan that describes the school's efforts to include parents in their child's learning. The Parent Involvement committee, SAC and PTA are responsible for its design and implementation. Some of the goals include: holding a face to face conference with each parent at least once during the year,using the student agenda's for communication, maintaining an updated website, maintaining email distribution lists, holding a parent involvement activity at least once a month, and using the Focus parent log each time contact is made with parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
For instructional staff to have a personal contact with every parent at least once during the year.	NA	NA%	100%
To have a parent involvement activity at least once a month.	NA	NA%	100%

Area 10: Additional Targets

Description of additional targets
To increase achievement in reading and math for African American students.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the percentage of students meeting Level 3 or above on Reading FCAT 2.0 from 25% to 30%.	19	25%	42%
To increase the percentage of students meeting Level 3 or above on Math FCAT 2.0 from 21% to 26%.	16	21%	38%

Goals Summary

Goal #1:
Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.

Goal #2:
Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.

Goal #3:
Goal 3: The percentage of students achieving a 3.5 score on the FCAT 2.0 writing test will increase from 63% to 68%.

Goal #4:
Goal 4: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 34% to 58%. This reduces the number of Level 1 and 2 students from 66% to 42%.

Goal #5:
Goal 5: The percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 will increase from 27% to 40%.

Goal #6:
Goal 6: Reduce the percentage of students that missed 10% or more of instructional time from 19% to 15%.

Goal #7:
Goal 7: Reduce the suspension rate from 7% to 0%.

Goal #8:
Goal 8:To increase the percentage of African American students meeting expectations in reading to 42% and in math to 38%.

Goal #9:
Goal 9: To increase communication with parents via phone calls, agenda use, parent conferences, newsletters, and email.

Goals Detail

Goal #1:	**Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.**
Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - Learning Gains
	• Reading - CELLA

Resources Available to Support the Goal	• Tier 1 data assessments. • Tier 2 OPM data • FAIR results • Running record results • Literacy Coach and Coaching Logs • Guided Reading processes • New adoption materials • Collaborative planning times provided weekly • Data analysis processes in place
Targeted Barriers to Achieving the Goal	• Levels of complexity are not effectively addressed in planning and delivering instruction. • Teachers not familiar with new reading adopotion.

Plan to Monitor Progress Toward the Goal

Action:
Review observations/data meetings/coaching logs, professional development plans/Tier 1 data

Person or Persons Responsible:
PAC team

Target Dates or Schedule:
PAC meetings

Evidence of Completion:
Walk Through feedback/ review reading logs/ review rubrics/review lesson plans

Goal #2:	**Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.**
Targets Supported	• Reading - Learning Gains
Resources Available to Support the Goal	• Tier 2 OPM data • Attendance Records • Discipline Records • Diagnositic assessments • Student Conference Resutls • Literacy Coach • Title 1 Teaching Partners • MTSS Coach • Intevention kits • Guided Reading Resource Materials • Master Schedule
Targeted Barriers to Achieving the Goal	• Running Records in intermediate grades are not completed, used, or analyzed effectively. • Guided Reading is not implemented with fidelity. • Interventions do not match student need.

Plan to Monitor Progress Toward the Goal

Action:
Review running record level growth Additional interventions in place (Tier 2) Review behavior data

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Monthly/TDE data sessions

Evidence of Completion:
PAC minutes Running Record data OPM data Tier 1 data FAIR Walk-through data Coaching Logs Behavior data

Goal #3:	Goal 3: The percentage of students achieving a 3.5 score on the FCAT 2.0 writing test will increase from 63% to 68%.
Targets Supported	• Writing
Resources Available to Support the Goal	• District Units of Study • Experience teachers in grade 4
Targeted Barriers to Achieving the Goal	• High ESOL population

Plan to Monitor Progress Toward the Goal

Action:
Discuss processes used by teachers to score on going written work. Analyze writing data, pershaps dual score those students not making progress.

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Every TDE Data Analysis session

Evidence of Completion:
TDE Analysis notes

Goal #4:	Goal 4: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 34% to 58%. This reduces the number of Level 1 and 2 students from 66% to 42%.
Targets Supported	• Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal	• Part tim math coach • Manipulatives • ST Math • New math adoption • Van De Walle Problem Solving • Marilyn Burns Math Solutions • C-Palms • Problem Solving Rubrics • Number Talks
Targeted Barriers to Achieving the Goal	• Lack of systematic way of delivering and monitoring our core math instruction.

Plan to Monitor Progress Toward the Goal

Action:
Data analysis of Tier 1 data,

Person or Persons Responsible:
PAC

Target Dates or Schedule:
TDE data analysis days

Evidence of Completion:
PAC Meeting notes, TDE data analysis notes, teacher lesson plans

Goal #5:	**Goal 5: The percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 will increase from 27% to 40%.**

Targets Supported

Resources Available to Support the Goal	• Science Lab • Part time Science Coach • AIMS books • District science modules • Fusion (on-line) • Non fiction books • Science adoption • Lab materials • Stipends for Lab Managers • Page Keeley Probes
Targeted Barriers to Achieving the Goal	• Implementation of science instruction is not school initiative.

Plan to Monitor Progress Toward the Goal

Action:
Meet with science coach and lab managers to discuss processes

Person or Persons Responsible:
PAC

Target Dates or Schedule:
During TDE data analysis meetings

Evidence of Completion:
Meeting notes

Goal #6:	Goal 6: Reduce the percentage of students that missed 10% or more of instructional time from 19% to 15%.
Targets Supported	• EWS - Elementary School
Resources Available to Support the Goal	• Social Workers • Child Study Team • Attendance Policy
Targeted Barriers to Achieving the Goal	• Teachers don't folloiw attendance policy.

Plan to Monitor Progress Toward the Goal

Action:
Analyze Focus attendance reports and interventions

Person or Persons Responsible:
PAC

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
PAC meeting notes

Goal #7:	Goal 7: Reduce the suspension rate from 7% to 0%.
Targets Supported	• EWS - Elementary School
Resources Available to Support the Goal	• School-wide behavior plan • Morning Meetings to build culture • Guidance Counselor • MTSS Coach • Part time Social Worker • Part time Pyschologist • Attendance/Behavior Clerk

Targeted Barriers to Achieving the Goal	• Lack of training in preventing/addressing crisis behaviors

Plan to Monitor Progress Toward the Goal

Action:
Analyze individual student behavior data, brainstorm ideas and solutions. Look for positive trends

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Discipline data base,

Goal #8:	**Goal 8:To increase the percentage of African American students meeting expectations in reading to 42% and in math to 38%.**

Targets Supported	• Additional Targets
Resources Available to Support the Goal	• MTSS process • Guided reading • Schoolwide Discipline Plan • Guidance Counselor
Targeted Barriers to Achieving the Goal	• Achievement gap has decreased motivation

Plan to Monitor Progress Toward the Goal

Action:
Analyze achievement data of students

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-weekly & monthly TDE data review days

Evidence of Completion:
Meeting Notes Student Achievement

Goal #9:	**Goal 9: To increase communication with parents via phone calls, agenda use, parent conferences, newsletters, and email.**

Targets Supported	• Additional Targets
Resources Available to Support the Goal	• Parent Involvement Coordinator • Social Worker • Parent Invovlement Committee • Title 1

Targeted Barriers to Achieving the Goal	• Little advertisement of our school

Plan to Monitor Progress Toward the Goal

Action:
Review attendace at parent events, number of homeroom parents, volunteers

Person or Persons Responsible:
SAC

Target Dates or Schedule:
Monthly

Evidence of Completion:
SAC minutes

Action Plan for Improvement

Goal #1:	Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.
Barrier #1:	Levels of complexity are not effectively addressed in planning and delivering instruction.
Strategy #1 to Overcome the Barrier	Use literacy coach to assist teachers during collaborative planning sessions in understanding and planning for complexity levels of text and complexity levels of tasks.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Literacy Coach will meet with grade level teams to assist with collaboratively planning for instruction with emphasis on collaborative structure, chosing of levels of text at a variety of complexity and developing tasks of various complexity.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Coaching log Teacher lesson plans

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Coach meets individually with teachers to plan for complexity both in texts and tasks to meet needs of individual classrooms.,

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Coaching log Teacher lesson plans

Facilitator:
Literacy Coach

Participants:
Literacy Coach

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

Action:
Review data on Tier 1 instruction/discuss with coach about collaboration process, make recommendations to PAC team for future professional development.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Biweekly

Evidence of Completion
Coaching Logs, teacher lesson plans, professional development sign in sheets.

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

Action:
Chart teachers that have worked effectively with coach to plan for complex texts and tasks,.

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Chart of teacher coaching times.

Goal #1:	Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.
Barrier #1:	Levels of complexity are not effectively addressed in planning and delivering instruction.
Strategy #2 to Overcome the Barrier	During professional development, model different levels of text complexity and tasks. Develop expectations for teachers to prepare lessons with literacy coach at a variety of levels of complexity.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Each staff meeting or curriculum meeting will provide modeling of complexity: through texts chosen and tasks selected.

Person or Persons Responsible:
Principal's Advisory Committee (PAC)

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion:
PAC meeting notes PD sign in sheets

Facilitator:
Leadership Team

Participants:
Principal's Advisory Committee (PAC)

Step #2 to Implement Strategy #2 - PD Opportunity

Action:
During pre-school training, expectations of literacy coach role, the relationship of implementing the concept of complexity in lesson planning and lesson plan expectations will be addressed.

Person or Persons Responsible:
Thea Saccasyn

Target Dates or Schedule:
Pre-school

Evidence of Completion:
Agenda meeting notes Teacher Handbook Sign in sheets

Facilitator:
Thea Saccasyn

Participants:
Thea Saccasyn

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

Action:
Review Professional Development Agendas for "complexity" compliance

Person or Persons Responsible:
Principal's Advisory Committee (PAC)

Target Dates or Schedule:
Biweekly

Evidence of Completion
PAC meeting notes

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

Action:
Focused Walk-throughs in classrooms

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Daily

Evidence of Completion:
Walk-through feedback

Goal #1:	Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.
Barrier #1:	Levels of complexity are not effectively addressed in planning and delivering instruction.
Strategy #4 to Overcome the Barrier	Students independent reading will be monitored to address levels of text complexity through the use of reading logs,

Step #1 to Implement Strategy #4 - PD Opportunity

Action:
With the guidance of the Literacy Coach, teachers will develop processes for use of Reading Logs and ways to monitor how students move through levels of complex texts.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Student Book logs

Facilitator:
Literacy Coach

Participants:
Teachers

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

Action:
Analyze how students are progressing through the complexity levels of text.

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
During Team TDE/data analysis sessions

Evidence of Completion
Meeting notes of TDE sessions

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

Action:
Review samples of reading logs in grade levels

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Leadership meeting notes.

Goal #1:	Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.
Barrier #1:	Levels of complexity are not effectively addressed in planning and delivering instruction.
Strategy #5 to Overcome the Barrier	Reading journals will be required and responses to reading will reflect tasks at various levels of complexity.

Step #1 to Implement Strategy #5 - PD Opportunity

Action:
Literacy coach will provide training to help teachers develop lessons and experiences for students to respond to reading in journals regularily with varying levels of task complexity.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Teacher Lesson Plans, student reading journals

Facilitator:
Literacy Coach

Participants:
Teachers

Step #2 to Implement Strategy #5 - PD Opportunity

Action:
Literacy Coach provides assistance in strategies to implement different levels of compexity in responding to reading and ways to score resonses.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Literacy Coach log, developed rubrics, charts of rubric scores increasing with individual students

Facilitator:
Literacy Coach

Participants:
Literacy Coach

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

Action:
Assist teachers in planning for and scoring a variety of task in student response journals.

Person or Persons Responsible:
Litercy Coach

Target Dates or Schedule:
On-going

Evidence of Completion
Scoring of reading responses

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

Action:
Review quality of reading responses. Review types of tasks performed in reading journals

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
TDE data analysis professional development days

Evidence of Completion:
TDE meeting notes.

Goal #1:	Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.
Barrier #5:	Teachers not familiar with new reading adopotion.
Strategy #1 to Overcome the Barrier	Provide professional development for new district reading adoption: Journeys

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Provide pre-school training on new adoption as outlined by district.

Person or Persons Responsible:
Learning Specialist

Target Dates or Schedule:
Pre-school

Evidence of Completion:
Training sign in sheets Training agendas Powerpoint/materials

Facilitator:
Learning Specialist

Participants:
Learning Specialist

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Attend collaborative planning sessions with teams to guide them in implementation of new adoption, use of online resources and the information found on district Moodle site.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Coach logs Teacher Lesson plans

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #3 to Implement Strategy #1 - PD Opportunity

Action:
Attend district training on new adoption

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Summer & Pre-school

Evidence of Completion:
LMS rosters

Facilitator:
District trainers

Participants:
Teachers

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

Action:
Walk-throughs, review of lesson plans,

Person or Persons Responsible:
Thea Saccasyn, new AP, Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion
Lesson plans, walk-through feedback

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

Action:
Review data from walk-throughs. Compare lesson plans to pacing calendars.

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
PAC notes

Goal #2:	Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.
Barrier #2:	Running Records in intermediate grades are not completed, used, or analyzed effectively.
Strategy #1 to Overcome the Barrier	Intermediate teachers will identify students that did not make learning gains on previous state assessments and complete running records.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Provide training in the processes of 1. Identifying students that would benefit most from completing regular running records. 2. Techniques used, including miscue analysis to use running records as a diagnostic tool. 3. Classroom processed that facilitate the completion of running records.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
By September end2013

Evidence of Completion:
Training sign in sheets Completed running records data

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #2 to Implement Strategy #1

Action:
Facilitate on-going running record process in individual classrooms.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Flexible grouping of students for guided reading as noted in lesson plans

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

Action:
Analyze Running Record data of intermediate students

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Every 4-6 weeks

Evidence of Completion
SBLT meeting minutes

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

Action:
Running Record level achievement of intermediate students

Person or Persons Responsible:
Principal

Target Dates or Schedule:
Every 2 months

Evidence of Completion:
TDE data meeting minutes

Goal #2:	Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.
Barrier #2:	Running Records in intermediate grades are not completed, used, or analyzed effectively.
Strategy #3 to Overcome the Barrier	Provide support systems for students not willing to take risks in reading.

Step #1 to Implement Strategy #3

Action:
Develop classroom culture that support risk taking, including celebrating successes.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Discipline data Lesoon Plans

Step #2 to Implement Strategy #3

Action:
Deliver small group instruction in guidance areas, anger management, risk taking, peer relations, etc.

Person or Persons Responsible:
Guidance Counselor

Target Dates or Schedule:
Sept-May

Evidence of Completion:
Group schedules

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

Action:
Celebrate improvement steps, not necessarily goal attainment.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion
Lesson Plans Parent phone logs Agenda notes

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

Action:
Monitor student achievement of group participants

Person or Persons Responsible:
Guidance Counselor

Target Dates or Schedule:
On-going

Evidence of Completion:
Student achievement data

Goal #2:	Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.
Barrier #3:	Guided Reading is not implemented with fidelity.
Strategy #3 to Overcome the Barrier	Provide training in guided reading for intermediate teachers

Step #1 to Implement Strategy #3 - PD Opportunity

Action:
Provide initial training in the guided reading process.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
By end of September

Evidence of Completion:
Training sign in sheet.

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #2 to Implement Strategy #3 - PD Opportunity

Action:
Provide guided reading modeling, coteaching and feedback sessions to teachers

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Coaches log

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #3 to Implement Strategy #3 - PD Opportunity

Action:
Provide support in devleoping guided reading small groups and the development of guided reading lessons and still consider individual needs of students.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Coaches log

Facilitator:
Literacy Coach

Participants:
Literacy Coach

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

Action:
Walk through classroom during guided reading

Person or Persons Responsible:
Thea Saccasyn

Target Dates or Schedule:
On-going

Evidence of Completion
Walk through feedback

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

Action:
Discuss growth of individual students involved in guided reading

Person or Persons Responsible:
Thea Saccasyn

Target Dates or Schedule:
Each TDE data session

Evidence of Completion:
TDE session meeting notes/Running Record data

Goal #2:	Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.
Barrier #3:	Guided Reading is not implemented with fidelity.
Strategy #4 to Overcome the Barrier	Maintain a guided reading resource room

Step #1 to Implement Strategy #4

Action:
Collect mulitple copies of books of appropriate levels to be used for guided reading .

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Resource room established

Step #2 to Implement Strategy #4

Action:
Establish check out system for teachers to check out books to be used for guided reading

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Check out logs

Step #3 to Implement Strategy #4

Action:
Collect mulitple copies of books of appropriate levels to be used for guided reading .

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Resource room established

Step #4 to Implement Strategy #4

Action:
Establish check out system for teachers to use materials from resource room

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Check out procedures and check out data

Step #5 to Implement Strategy #4 - PD Opportunity

Action:
Share information about guided reading resources available through new district adoption.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Training sign in, coaching log

Facilitator:
Literacy Coach

Participants:
Literacy Coach

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

Action:
Discussion of guided reading resources, who is using them, needs

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-weekly

Evidence of Completion
PAC minutes

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

Action:
Walk through during guided reading, confer with students, analyze resources being used, how often and by whom.

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion:
Walk through feedback, Lesson Plans, Coaching Logs

Goal #2:	Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.
Barrier #4:	Interventions do not match student need.
Strategy #1 to Overcome the Barrier	Analyze Tier 2 data

Step #1 to Implement Strategy #1

Action:
Qualify antedotal notes taken during inteventions to further gather information about students

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
Every 6 weeks during TDE data analysis meetings

Evidence of Completion:
Students placed in appropriate intervention groups

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Teach teachers for identify reading behaviors and skills that need to be addressed with each student through observation, miscue analysis, reading logs, and reading journals.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Coaching logs Student groupings

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #3 to Implement Strategy #1 - PD Opportunity

Action:
Train teachers in a variety of interventions including but not limited to word decoding/encoding, fluency, vocabulary and comprehension.

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Training sign in sheets

Facilitator:
MTSS Coach

Participants:
MTSS Coach

Step #4 to Implement Strategy #1 - Budget Item

Action:
Schedule Teaching Partners for interventions

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Master Schedule Lesson Plans

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

Action:
Placement of students in appropriate groups.

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Data meetings every 6 weeks

Evidence of Completion
Individaul teacher conferences Student groups as indicated in lesson plans Intevention lesson plans.

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

Action:
Inteverntions in place

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Running record scores, FAIR, Tier 1 data, OPM data

Goal #3:	Goal 3: The percentage of students achieving a 3.5 score on the FCAT 2.0 writing test will increase from 63% to 68%.
Barrier #1:	High ESOL population
Strategy #1 to Overcome the Barrier	Use support teachers (ESOL, Title 1) to help with writing instruction.

Step #1 to Implement Strategy #1

Action:
Develop master schedule to add instructional personnel into 4th grade classrooms during writing workshop time.

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
Before the end of September

Evidence of Completion:
Master Schedule

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Train additional instructional personnel (ESOL and Title 1 Teaching Partners) how to confer with students during writing workshop.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Conference notes

Facilitator:
Literacy Coach

Participants:
Literacy Coach

Step #3 to Implement Strategy #1

Action:
Develop processes to effectively use resource instructional persons, such as confering, helping students self score using rubric and utilizing revising techniques.

Person or Persons Responsible:
Fourth Grade Teachers

Target Dates or Schedule:
September

Evidence of Completion:
ESOL and Title 1 Lesson Plans

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

Action:
Paricipate in 4th grade writing workshops to assist teachers in delivering mini-lessons, the independent writing process and the celebration.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
On-going

Evidence of Completion
Coaching Logs

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

Action:
Share walk-through data

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Monthly

Evidence of Completion:
Monthly class celebrations Title 1 and ESOL Lesson Plans/conference notes

Goal #4:	Goal 4: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 34% to 58%. This reduces the number of Level 1 and 2 students from 66% to 42%.
Barrier #6:	Lack of systematic way of delivering and monitoring our core math instruction.
Strategy #1 to Overcome the Barrier	Provide math professional development

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Provide training on new adopotion materials, including materials related to diagnostic and formative testing,

Person or Persons Responsible:
Learning Specialist

Target Dates or Schedule:
Pre-school

Evidence of Completion:
Training sign in sheets

Facilitator:
Learning Specialist

Participants:
Learning Specialist

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
Provide training on new adoption materials as district initiatives are presented.

Person or Persons Responsible:
Learning Specialist

Target Dates or Schedule:
On-going

Evidence of Completion:
Training sign in sheets

Facilitator:
Math Coach

Participants:
Learning Specialist

Step #3 to Implement Strategy #1 - PD Opportunity

Action:
Facilitate discussions with grade level teams understand the cross road between the NGSS and CCSS.

Person or Persons Responsible:
Math Coach & Learning Specialist

Target Dates or Schedule:
Monthly

Evidence of Completion:
Training sign in sheets

Facilitator:
Math Coach

Participants:
Math Coach & Learning Specialist

Step #4 to Implement Strategy #1

Action:
Meet with teachers in collaborative planning sessions to fully develop math concepts and problem solving strategies, including the use of math journals.

Person or Persons Responsible:
Math Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Coaching logs, teacher lesson plans.

Step #5 to Implement Strategy #1 - Budget Item

Action:
Implement an intervention schedule using Title 1 Teaching Partners

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Master Schedule Lesson Plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #4

Action:
Meet with Math Coach to review training and coaching logs

Person or Persons Responsible:
Thea Saccasyn

Target Dates or Schedule:
On-going

Evidence of Completion
Coaching logs/Lesson Plans

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #4

Action:
Discuss Walk through data, analyze math journals and Tier 1 data.

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion:
PAC meeting notes.

Goal #4:	Goal 4: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 34% to 58%. This reduces the number of Level 1 and 2 students from 66% to 42%.
Barrier #6:	Lack of systematic way of delivering and monitoring our core math instruction.
Strategy #2 to Overcome the Barrier	Determine which assessments can be used for Tier 1 instruction and collect monthly data to monitor achievement.

Step #1 to Implement Strategy #2

Action:
Develop data base for teachers/grade level teams to upload monthly math assessment data.

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
September

Evidence of Completion:
Monthly data uploads

Step #2 to Implement Strategy #2

Action:
Determine strategies for selection of formative assessments, timelines, and process for uploading results

Person or Persons Responsible:
Grade level teams

Target Dates or Schedule:
On-going

Evidence of Completion:
Assessments selected, master schedule, and database for uploading

Step #3 to Implement Strategy #2 - PD Opportunity

Action:
Develop a structure for teachers to analyze Tier 1 data and build small group instruction for remediation

Person or Persons Responsible:
Math Coach

Target Dates or Schedule:
On-going

Evidence of Completion:
Lesson Plans, Coaching log

Facilitator:
Math Coach

Participants:
Math Coach

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #6 to Goal #4

Action:
Analyze Tier 1 data

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion
Tier 1 data uploads

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #6 to Goal #4

Action:
Determine trends in data and develop plan for improvement

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Monthly

Evidence of Completion:
PAC meeting notes

Goal #5:	Goal 5: The percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 will increase from 27% to 40%.
Barrier #11:	Implementation of science instruction is not school initiative.
Strategy #1 to Overcome the Barrier	Set expectations for science instruction at all grade levels

Step #1 to Implement Strategy #1

Action:
During pre-school, define school initiative that Ponce is Center for Math and Science Excellence. Include science lab set-up, science lab managers, and expectations for science instruction (order of day). Set expectations for school-wide science fair.

Person or Persons Responsible:
Thea Saccasyn

Target Dates or Schedule:
Pre School

Evidence of Completion:
Pre-school Agenda Science Lab defined and materials set up Master Schedule School Calendar

Step #2 to Implement Strategy #1

Action:
Meet to define lab processes and expectations,. Put in writing for PD

Person or Persons Responsible:
Christen Ku, Derek Taber, Dawn Coleman (Science Lab Managers)

Target Dates or Schedule:
August

Evidence of Completion:
Lab expectations and processes manual

Step #3 to Implement Strategy #1

Action:
Develop master schedule that indicates science lab schedule

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
Pre-school

Evidence of Completion:
August

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #11 to Goal #5

Action:
Walk-through lab sessions

Person or Persons Responsible:
Thea Saccasyn, Assistant Principal

Target Dates or Schedule:
On-going

Evidence of Completion
Walk through data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #11 to Goal #5

Action:
Analyze processes and feedback from Lab Managers, teachers and Science Coach

Person or Persons Responsible:
PAC

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Lesson Plans Walk-through data

Action Step(s) Missing for Goal #5, Barrier #11, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #11 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #11 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Goal 6: Reduce the percentage of students that missed 10% or more of instructional time from 19% to 15%.
Barrier #2:	Teachers don't folloiw attendance policy.
Strategy #3 to Overcome the Barrier	Clearly develop and enforce attendance strategies and policies

Step #1 to Implement Strategy #3

Action:
Revise, with Child Study Team, current attendance policy, including role of new attendance clerk.

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
Pre-school

Evidence of Completion:
Attendance policy

Step #2 to Implement Strategy #3 - PD Opportunity

Action:
CST presents to staff changes in Attendance Policy.

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
September

Evidence of Completion:
Training sign in

Facilitator:
Assistant Principal

Participants:
Assistant Principal

Step #3 to Implement Strategy #3

Action:
Develop strategies that change attendance behavior, ie parent involvement, contracts, rewards and motivators.

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
On-going

Evidence of Completion:
Improved attendance of targeted students.

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #6

Action:
Review attendance and policy implementation

Person or Persons Responsible:
CST

Target Dates or Schedule:
monthly

Evidence of Completion
CST meeting notes

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #6

Action:
Analyze attendance of individual children

Person or Persons Responsible:
CST

Target Dates or Schedule:
monthly

Evidence of Completion:
Attendance improvement based on FOCUS attendance reports.

Goal #7:	Goal 7: Reduce the suspension rate from 7% to 0%.
Barrier #2:	Lack of training in preventing/addressing crisis behaviors
Strategy #2 to Overcome the Barrier	Develop Training Schoolwide behavior plan, behavior management and crisis interventions

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Guidance Counselor presents Schoolwide Behavior Plan to staff

Person or Persons Responsible:
Guidance Counselor

Target Dates or Schedule:
Pre-school

Evidence of Completion:
Training Sign In sheets

Facilitator:
Guidance Counselor

Participants:
Guidance Counselor

Step #2 to Implement Strategy #2

Action:
MTSS Coach will provide training in Tier 2 behavior interventions as well as processes for data collection

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
October

Evidence of Completion:
Training Sign in sheets Tier 2 plans implemented

Step #3 to Implement Strategy #2

Action:
Principal will provide training for staff in CPI to reduce the number of crisis behaviors

Person or Persons Responsible:
Thea Saccasyn

Target Dates or Schedule:
October

Evidence of Completion:
Training Sign In sheets Evidence of strategies being used.

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #7

Action:
Anaylze referral information

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Monthly

Evidence of Completion
Referral data base Training sign in sheets

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #7

Action:
During TDE data days, discussion will include behavior referrals, interventions in place and parent invovlement in student behavior

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
On-going

Evidence of Completion:
Meeting notes Student files Discipline data base

Goal #8:	Goal 8:To increase the percentage of African American students meeting expectations in reading to 42% and in math to 38%.
Barrier #3:	Achievement gap has decreased motivation
Strategy #2 to Overcome the Barrier	Teach on instructional levels to build sense of success.

Step #1 to Implement Strategy #2

Action:
Determine instructional reading level of African American students and deliver guided reading lessons on that level.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Running Record scores

Step #2 to Implement Strategy #2

Action:
Form support group for selected African American students where students identify reading goals and action plans. Students check in with assigned person regularily for monitoring

Person or Persons Responsible:
Guidance Counselor

Target Dates or Schedule:
On-going

Evidence of Completion:
Mentor Goal Folders

Step #3 to Implement Strategy #2

Action:
Develop a club for selected students that would meet regularily to practice read alouds to be delivered to other students.

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Schedule for presentations

Step #4 to Implement Strategy #2

Action:
Develop a club for selected students that would meet regularily to practice basic facts to be delivered to other students.

Person or Persons Responsible:
MTSS Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Schedule for presentations

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #3 to Goal #8

Action:
Meet with guidance counselor and MTSS coach Walk through classrooms to observe guided reading

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion
meeting notes Walk-through feedback

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #3 to Goal #8

Action:
Review assessment results with guidance counselor and MTSS Coach

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Guided Reading levels Discipline data

Goal #9:	Goal 9: To increase communication with parents via phone calls, agenda use, parent conferences, newsletters, and email.
Barrier #4:	Little advertisement of our school
Strategy #1 to Overcome the Barrier	Teachers will make added efforts to stay in communication with parents.

Step #1 to Implement Strategy #1 - Budget Item

Action:
Log all phone calls and attempts to communicate via phone into portal.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Portal phone logs

Step #2 to Implement Strategy #1

Action:
Students make invitations to events Post celebrations on calendar in central location

Person or Persons Responsible:
Teachers invite parents to celebrations

Target Dates or Schedule:
Monthly

Evidence of Completion:
Lesson Plans Invitations

Step #3 to Implement Strategy #1

Action:
Flex time will be provided to teachers for late afternoon or evening conferences

Person or Persons Responsible:
Administration

Target Dates or Schedule:
On-going

Evidence of Completion:
Parent Conference forms

Step #4 to Implement Strategy #1 - Budget Item

Action:
Teachers will use Agendas daily to communicate with parents.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion
Agenda notes

Step #5 to Implement Strategy #1

Action:
Each grade level will send home a monthly grade level newsletter-celebrating learning, students and PARENT INVOVLEMENT

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Newsletters

Step #6 to Implement Strategy #1 - Budget Item

Action:
Act as a liaison for parents and school

Person or Persons Responsible:
Parent Coordinator

Target Dates or Schedule:
Daily

Evidence of Completion:
Phone logs, parent comments, parent survey, volunteer time

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #9

Action:
Review of parent log, parent conference forms, parent sign in sheets, newsletters

Person or Persons Responsible:
Assistant Principal

Target Dates or Schedule:
On-Going

Evidence of Completion
email feedback to celebrate teachers attempts to communicate

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #9

Action:
Title 1 survey

Person or Persons Responsible:
Principal

Target Dates or Schedule:
April

Evidence of Completion:
Survey

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

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

NA in Pinellas

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs

NA

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Housing Programs

NA

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Adult Education

NA

Career and Technical Education
NA
Job Training
NA
Other
NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Goal #1: Goal 1:To increase the percentage of students achieving a level 3 or higher on the reading FCAT 2.0 from 41% to 63%. This reduces students in Levels 1 and 2 from 59% to 37%.

Barrier #1: Levels of complexity are not effectively addressed in planning and delivering instruction.

Strategy #1: Use literacy coach to assist teachers during collaborative planning sessions in understanding and planning for complexity levels of text and complexity levels of tasks.

Action Step #1: Literacy Coach will meet with grade level teams to assist with collaboratively planning for instruction with emphasis on collaborative structure, chosing of levels of text at a variety of complexity and developing tasks of various complexity.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
Weekly

Evidence of Completion and Person Responsible for Monitoring
Coaching log
Teacher lesson plans
(Person Responsible: Literacy Coach)

Action Step #2: Coach meets individually with teachers to plan for complexity both in texts and tasks to meet needs of individual classrooms.,

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Coaching log
Teacher lesson plans
(Person Responsible: Literacy Coach)

Strategy #2: During professional development, model different levels of text complexity and tasks. Develop expectations for teachers to prepare lessons with literacy coach at a variety of levels of complexity.

Action Step #1: Each staff meeting or curriculum meeting will provide modeling of complexity: through texts chosen and tasks selected.

Facilitator leader
Leadership Team

Participants
Principal's Advisory Committee (PAC)

Target dates or schedule
Bi-Weekly

Evidence of Completion and Person Responsible for Monitoring
PAC meeting notes
PD sign in sheets
(Person Responsible: Principal's Advisory Committee (PAC))

Action Step #2: During pre-school training, expectations of literacy coach role, the relationship of implementing the concept of complexity in lesson planning and lesson plan expectations will be addressed.

Facilitator leader
Thea Saccasyn

Participants
Thea Saccasyn

Target dates or schedule
Pre-school

Evidence of Completion and Person Responsible for Monitoring
Agenda meeting notes
Teacher Handbook
Sign in sheets
(Person Responsible: Thea Saccasyn)

Strategy #4: Students independent reading will be monitored to address levels of text complexity through the use of reading logs,

Action Step #1: With the guidance of the Literacy Coach, teachers will develop processes for use of Reading Logs and ways to monitor how students move through levels of complex texts.

Facilitator leader
Literacy Coach

Participants
Teachers

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Student Book logs
(Person Responsible: Teachers)

Strategy #5: Reading journals will be required and responses to reading will reflect tasks at various levels of complexity.

Action Step #1: Literacy coach will provide training to help teachers develop lessons and experiences for students to respond to reading in journals regularily with varying levels of task complexity.

Facilitator leader
Literacy Coach

Participants
Teachers

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Teacher Lesson Plans, student reading journals
(Person Responsible: Teachers)

Action Step #2: Literacy Coach provides assistance in strategies to implement different levels of compexity in responding to reading and ways to score resonses.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Literacy Coach log, developed rubrics, charts of rubric scores increasing with individual students
(Person Responsible: Literacy Coach)

Barrier #5: Teachers not familiar with new reading adopotion.

Strategy #1: Provide professional development for new district reading adoption: Journeys

Action Step #1: Provide pre-school training on new adoption as outlined by district.

Facilitator leader
Learning Specialist

Participants
Learning Specialist

Target dates or schedule
Pre-school

Evidence of Completion and Person Responsible for Monitoring
Training sign in sheets
Training agendas
Powerpoint/materials
(Person Responsible: Learning Specialist)

Action Step #2: Attend collaborative planning sessions with teams to guide them in implementation of new adoption, use of online resources and the information found on district Moodle site.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Coach logs
Teacher Lesson plans
(Person Responsible: Literacy Coach)

Action Step #3: Attend district training on new adoption

Facilitator leader
District trainers

Participants
Teachers

Target dates or schedule
Summer & Pre-school

Evidence of Completion and Person Responsible for Monitoring
LMS rosters
(Person Responsible: Teachers)

Goal #2: Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.

Barrier #2: Running Records in intermediate grades are not completed, used, or analyzed effectively.

Strategy #1: Intermediate teachers will identify students that did not make learning gains on previous state assessments and complete running records.

Action Step #1: Provide training in the processes of 1. Identifying students that would benefit most from completing regular running records. 2. Techniques used, including miscue analysis to use running records as a diagnostic tool. 3. Classroom processed that facilitate the completion of running records.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
By September end2013

Evidence of Completion and Person Responsible for Monitoring
Training sign in sheets
Completed running records data
(Person Responsible: Literacy Coach)

Barrier #3: Guided Reading is not implemented with fidelity.

Strategy #3: Provide training in guided reading for intermediate teachers

Action Step #1: Provide initial training in the guided reading process.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
By end of September

Evidence of Completion and Person Responsible for Monitoring
Training sign in sheet.
(Person Responsible: Literacy Coach)

Action Step #2: Provide guided reading modeling, coteaching and feedback sessions to teachers

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Coaches log
(Person Responsible: Literacy Coach)

Action Step #3: Provide support in devleoping guided reading small groups and the development of guided reading lessons and still consider individual needs of students.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Coaches log
(Person Responsible: Literacy Coach)

Strategy #4: Maintain a guided reading resource room

Action Step #5: Share information about guided reading resources available through new district adoption.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Training sign in, coaching log
(Person Responsible: Literacy Coach)

Barrier #4: Interventions do not match student need.

Strategy #1: Analyze Tier 2 data

Action Step #2: Teach teachers for identify reading behaviors and skills that need to be addressed with each student through observation, miscue analysis, reading logs, and reading journals.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Coaching logs
Student groupings
(Person Responsible: Literacy Coach)

Action Step #3: Train teachers in a variety of interventions including but not limited to word decoding/ encoding, fluency, vocabulary and comprehension.

Facilitator leader
MTSS Coach

Participants
MTSS Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Training sign in sheets
(Person Responsible: MTSS Coach)

Goal #3: Goal 3: The percentage of students achieving a 3.5 score on the FCAT 2.0 writing test will increase from 63% to 68%.

Barrier #1: High ESOL population

Strategy #1: Use support teachers (ESOL, Title 1) to help with writing instruction.

Action Step #2: Train additional instructional personnel (ESOL and Title 1 Teaching Partners) how to confer with students during writing workshop.

Facilitator leader
Literacy Coach

Participants
Literacy Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Conference notes
(Person Responsible: Literacy Coach)

Goal #4: Goal 4: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 34% to 58%. This reduces the number of Level 1 and 2 students from 66% to 42%.

Barrier #6: Lack of systematic way of delivering and monitoring our core math instruction.

Strategy #1: Provide math professional development

Action Step #1: Provide training on new adopotion materials, including materials related to diagnostic and formative testing,

Facilitator leader
Learning Specialist

Participants
Learning Specialist

Target dates or schedule
Pre-school

Evidence of Completion and Person Responsible for Monitoring
Training sign in sheets
(Person Responsible: Learning Specialist)

Action Step #2: Provide training on new adoption materials as district initiatives are presented.

Facilitator leader
Math Coach

Participants
Learning Specialist

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Training sign in sheets
(Person Responsible: Learning Specialist)

Action Step #3: Facilitate discussions with grade level teams understand the cross road between the NGSS and CCSS.

Facilitator leader
Math Coach

Participants
Math Coach & Learning Specialist

Target dates or schedule
Monthly

Evidence of Completion and Person Responsible for Monitoring
Training sign in sheets
(Person Responsible: Math Coach & Learning Specialist)

Strategy #2: Determine which assessments can be used for Tier 1 instruction and collect monthly data to monitor achievement.

Action Step #3: Develop a structure for teachers to analyze Tier 1 data and build small group instruction for remediation

Facilitator leader
Math Coach

Participants
Math Coach

Target dates or schedule
On-going

Evidence of Completion and Person Responsible for Monitoring
Lesson Plans, Coaching log
(Person Responsible: Math Coach)

Goal #6: Goal 6: Reduce the percentage of students that missed 10% or more of instructional time from 19% to 15%.

Barrier #2: Teachers don't folloiw attendance policy.

Strategy #3: Clearly develop and enforce attendance strategies and policies

Action Step #2: CST presents to staff changes in Attendance Policy.

Facilitator leader
Assistant Principal

Participants
Assistant Principal

Target dates or schedule
September

Evidence of Completion and Person Responsible for Monitoring
Training sign in
(Person Responsible: Assistant Principal)

Goal #7: Goal 7: Reduce the suspension rate from 7% to 0%.

Barrier #2: Lack of training in preventing/addressing crisis behaviors

Strategy #2: Develop Training Schoolwide behavior plan, behavior management and crisis interventions

Action Step #1: Guidance Counselor presents Schoolwide Behavior Plan to staff

Facilitator leader
Guidance Counselor

Participants
Guidance Counselor

Target dates or schedule
Pre-school

Evidence of Completion and Person Responsible for Monitoring
Training Sign In sheets
(Person Responsible: Guidance Counselor)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
Title I funding	$0	$0
	$0	$0
none	$0	$0
title I	$0	$0
Total	$0	$0

Budget Detail

Goal #2: Goal 2: : To increase the percentage of students making learning gains in reading from 37% to 50%. This would be and increase of 13% making learning gains.

Barrier #4: Interventions do not match student need.

Strategy #1: Analyze Tier 2 data

Action Step #4: Schedule Teaching Partners for interventions

Resource Type	Evidence-Based Program
Resource	9 Hourly Teachers
Funding Source	Title I funding
Amount Needed	

Goal #4: Goal 4: The percentage of students achieving a Level 3 or higher on the Mathematics FCAT 2.0 will increase from 34% to 58%. This reduces the number of Level 1 and 2 students from 66% to 42%.

Barrier #6: Lack of systematic way of delivering and monitoring our core math instruction.

Strategy #1: Provide math professional development

Action Step #5: Implement an intervention schedule using Title 1 Teaching Partners

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

Goal #9: Goal 9: To increase communication with parents via phone calls, agenda use, parent conferences, newsletters, and email.

Barrier #4: Little advertisement of our school

Strategy #1: Teachers will make added efforts to stay in communication with parents.

Action Step #1: Log all phone calls and attempts to communicate via phone into portal.

Resource Type	Evidence-Based Program
Resource	Focus
Funding Source	none
Amount Needed	

Action Step #4: Teachers will use Agendas daily to communicate with parents.

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

Action Step #6: Act as a liaison for parents and school

Resource Type	Evidence-Based Program
Resource	Community involvement liaison
Funding Source	title I
Amount Needed	