

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 4381 - Sunset Hills Elementary School
District: 52 - Pinellas
Principal: Arthur Steullet, Jr
SAC Chair: Anthony Kolianos
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
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Phone Number:	727-943-5523	
Web Address:	http://www.sunsethills-es.pinellas.k12.fl.us	
Email Address:	4381.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	46%			
Minority:	20%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> B	<u>2010-11</u> A	<u>2009-10</u> B

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Sunset Hills Elementary School	
Principal's name Arthur Steullet, Jr	
School Advisory Council chair's name Anthony Kolianos	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Arthur Steullet	Principal
Katherine Csaszar	Assistant Principal
Eva Christu	Guidance
Richard Smith	PE (Acting Administrator)
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	
Anthony Kolianos - President JoHannah Kolianos - Secretary Farrah Hippe - Parent PTA Irene Chavez - Parent Walter Olson - Parent Joann Jones - Parent Susan Brennan - Parent Sarah Jacobs - Community (YMCA) Matt Geir - Community (Tarpon PD) Art Steullet - Principal Katherine Csaszar - Assistant Principal Richard Smith - Teacher Latrivette Jackson - Teacher DeRose Andropoulos - Teacher	
Describe the involvement of the SAC in the development of this school improvement plan	
The SAC chair was invited to and participated in the SIP planning meetings in the Spring of 2012. Minutes from the SAC meeting were reviewed by the SIP writing team and included in the planning phase of the SIP.	
Describe the activities of the SAC for the upcoming school year	
SAC will meet on a monthly basis to discuss issues related to the School Improvement Plan.	
Describe the projected use of school improvement funds and include the amount allocated to each project	

Purchase content area (science/math) classroom libraries that are aligned to common core. \$2,945.00		
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 NA		
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:		
Arthur Steullet, Jr		
Principal	Years as Administrator: 11	Years at Current School: 8
Credentials	MA in Educational Leadership, BS in Elementary Education	
Performance Record	School Grade: 2013 (B), 2012 (B), 2011 (A), 2010 (B), 2009 (A), 2008 (A), 2007 (A)	
Katherine Csaszar		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	MA in Educational Leadership, BA Special Education	
Performance Record	School Grade: 2013 (B)	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Mary Osborne		
Part-time / District-based	Years as Coach: 10	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelors in Elementary Education, Masters in Reading	
Performance Record	District Grade 2013(C), 2012(B), 2011(B)	
Classroom Teachers		
# of classroom teachers 46		
# receiving effective rating or higher 46, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%		

certified in-field, pursuant to Section 1012.2315(2), F.S. 46, 100%
ESOL endorsed 23, 50%
reading endorsed 6, 13%
with advanced degrees 12, 26%
National Board Certified 4, 9%
first-year teachers 0, 0%
with 1-5 years of experience 10, 22%
with 6-14 years of experience 16, 35%
with 15 or more years of experience 20, 43%
Education Paraprofessionals
of paraprofessionals 3
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
receiving effective rating or higher (not entered because basis is < 10)
Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Work with Colleges (SPC, USF, UCF) to place interns at our school. Provide support through mentors and Professional Learning Communities. Network with other administrators. Attend Job Fairs.
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 All new and or struggling teachers are assigned a mentor based on grade level. Mentors meet monthly or as needed. New teachers are also provided support though team Professional Learning Communities. Administrators meet as needed with new and/or stuggling teachers. Currently we have two teacher mentors. Sandra Hume-Marston - Primary, Shelly Miller - Intermediate.
Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl) 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

First, data is analyzed to determine our needs. We reviewed FCAT 2.0 data, SAT 10 Data, and PCAS data from last year to determine student needs at the beginning of the year. Administrative Team will conduct periodic reviews (beginning of year, mid-year, and summative) in relation to Common Assessment Cycles to determine the effectiveness of core instruction. Teachers will work with administrators for data chats to determine student needs based on Common Assessment Data. Students who qualify for Tier 2 in Reading, they will participate in ERELM and/or Extended Learning Program in after school hours.

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

Eva Christu, Guidance Counselor - Organize meetings
 Art Steullet, Principal - Oversee processes
 Katie Csaszar, Assistant Principal - Oversee processes
 Elisha Bowman, Data Prep Clerk - Provide team with data
 Therese Christopher, Social Worker - FBA's, progress monitor
 Sandra Moser, Ed Diagnostician Testing, progress monitor
 Kathleen Shea, Psychologist FBA's, progress monitor

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

Schoolwide data is reviewed, students who are tier 2 or tier 3 are discussed in Data Chats twice a year and through weekly PLC meetings. PLC notes are used to determine the needs for School Improvement and in the writing of the SIP. The school based leadership team (SBLT) meets monthly to review the progress of the students who are in the tier 2 process. SBLT will use the data from the tier 2 students to determine progress within the tier and determine whether students need additional support (tier 3).

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)

EDS, Portal, FAIR, AIMS, FCAT, Running Records, teacher assessments - both formal and informal.

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

The staff is trained each year during pre-school. Teachers at our school need additional support in implementing progress monitoring with fidelity. The SBLT will develop and implement a training to assist teachers with this process.

Teachers will continue to meet regularly with the SBLT team to discuss data of their students and plan for instruction with research based interventions. This work is ongoing throughout the year. In addition SBLT minutes are posted in our Outlook folder for all to read and information is disseminated to teams at leadership meetings. County ESE resource teachers work with our team as needed.

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: 0

Strategy Purpose(s)

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

Strategy Description

ERELM - Paraprofessionals work during the extended reading and math block with students who are struggling in reading and math.
 After School Tutoring - Teacher tutors work on FCAT 2.0 related skills and strategies for 6 weeks with struggling 3rd (read & math), 4th (math), and 5th(reading) grade students.
 Writing Boot Camp - All 4th grade students get after school the week before Florida Writes.
 Math Enrichment - Math tutor to work with 5th grade students for 1 hour during the math block (September -April) taking a middle school math course.

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

Soft Data (Student work looked at in PLC's), FCAT, EDS and FAIR data is looked at to determine enrollment, adjustments, or continuation of the program

Who is responsible for monitoring implementation of this strategy?

ERELM Lead Teacher - Georgia Pappas
 Principal\Assistant Principal
 Guidance Counselor - for RTI purposes

Literacy Leadership Team (LLT)

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

Name	Title
Katherine Csaszar	Assistant Principal
Sandra Hume-Marston	Committee Chair
Lynn Frateschi-Reeves	Media Specialist

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
 - Support for instructional skills to improve reading comprehension
 - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - o Providing scaffolding that does not preempt or replace text reading by students
 - o Developing and asking text dependent questions from a range of question types
 - o Emphasizing students supporting their answers based upon evidence from the text
 - o Providing extensive research and writing opportunities (claims and evidence)
 - Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
- The district will provide training and tools for Literacy Leadership Teams.

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

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

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

Local Preschools visit and tour our school in the spring of their prior year of attendance. 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.

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	75%	70%	No	78%
American Indian				
Asian				
Black/African American	34%	34%	Yes	41%
Hispanic	73%	50%	No	76%
White	78%	72%	No	81%
English language learners	32%	15%	No	39%
Students with disabilities	52%	24%	No	57%
Economically disadvantaged	61%	53%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	28%	35%
Students scoring at or above Achievement Level 4	125	40%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	213	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	51	72%	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)	28	60%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	30%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	28%	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	55	49%	75%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	68%	54%	No	72%
American Indian				
Asian				
Black/African American	38%	7%	No	45%
Hispanic	73%	36%	No	76%
White	69%	59%	No	72%
English language learners	39%	19%	No	45%
Students with disabilities	49%	10%	No	54%
Economically disadvantaged	55%	41%	No	60%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	97	31%	40%	
Students scoring at or above Achievement Level 4	71	23%	28%	
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains	194	62%	75%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	51	66%	80%	
Geometry End-of-Course (EOC) Assessment				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3				
Students scoring at or above Achievement Level 4				
Area 4: Science				
Elementary School Science				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	27%	35%
Students scoring at or above Achievement Level 4	39	38%	50%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%
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)	2		3
Participation in STEM-related experiences provided for students	100	100%	100%
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	94	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	2	1%	0%
Students who receive two or more behavior referrals	43	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	1%
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			
Apply for and receive "Five Star Award for Parental & Community Involvement"			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Five Star Award for Parental & Community Involvement	1	100%	100%

Goals Summary	
Goal #1:	Improve current level of performance in reading, writing, math, and science.
Goals Detail	
Goal #1:	Improve current level of performance in reading, writing, math, and science.
Targets Supported	<ul style="list-style-type: none"> • Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Writing • Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains • Science • Science - Elementary School • STEM • STEM - All Levels • Parental Involvement • EWS • EWS - Elementary School
Resources Available to Support the Goal	<ul style="list-style-type: none"> • Use of Leading the Learning Cadre to deliver professional development, Instructional Coaches, "Journeys" reading adoption, GO Math math adoption, FUSION science adoption and science units of study provided by the district, Writing: Grade 4 units of study, CCSS, NGSSS, cpalms, think central, FCAT Explorer, FOCUS(Florida Achieves), Interventions include: Great Leaps, Jan Richardson's Guided Reading book, Informal Science Assessments,
Targeted Barriers to Achieving the Goal	<ul style="list-style-type: none"> • Insufficient standard based instruction in reading, math, science, and writing. • Insufficient differentiated instruction in reading and math. • Insufficient intervention supports in reading and math. • Lack of Differentiation of Instruction for African American Students.

Plan to Monitor Progress Toward the Goal

Action:

Continually monitor performance on common assessments monitor on an ongoing basis with the PLC Notes, Administrative Walkthroughs, Team Leader meetings, and Data chats, SBLT meeting notes

Person or Persons Responsible:

Principal, Assistant Principal, LLC Cadre, Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved performance on common assessments, teacher assessments, formal and informal assessments, lesson plans, walkthrough data, summative teacher evaluations, moodlelms,

Action Plan for Improvement

Goal #1:	Improve current level of performance in reading, writing, math, and science.
Barrier #1:	Insufficient standard based instruction in reading, math, science, and writing.
Strategy #1 to Overcome the Barrier	Clearly stated essential learning goals posted on the board in a student friendly way. Teaching points should match instructional objectives which should align with CCSS, NGSSS, and student need.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Teachers will clearly state their teaching points, and document instruction in their plan books that align to NGSSS and CCSS. The administrative team will review lesson plans biannually.

Person or Persons Responsible:

Principal, Assistant Principal, LLC Cadre, Instructional Coaches

Target Dates or Schedule:

Teacher will daily post teaching points on the board and verify that they match what is written in their plans.

Evidence of Completion:

walkthrough data, evaluation meetings, checking planbooks, and essential learnings.

Facilitator:

LLC Cadre, Instructional Coach

Participants:

Principal, Assistant Principal, LLC Cadre, Instructional Coaches

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

Action:

Fidelity Checks

Person or Persons Responsible:

Principal, Assistant Principal, LLC Cadre, Instructional Coaches

Target Dates or Schedule:

Ongoing as needed

Evidence of Completion

Lesson plans, walthrough notes

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

Action:

Look at Data from common assessment cycles to determine student learning and need for professional development.

Person or Persons Responsible:

Principal, Assistant Principal, LLC Cadre, Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data Chats periodically based on common assessment cycle data (beginning, middle, and end of year).

Goal #1:	Improve current level of performance in reading, writing, math, and science.
Barrier #1:	Insufficient standard based instruction in reading, math, science, and writing.
Strategy #2 to Overcome the Barrier	Standards highlighted in teacher plan book. Teacher lesson plans will be monitored for implementation twice annually.

Step #1 to Implement Strategy #2

Action:

•Monitor teacher lesson plans to ensure science is being taught according to grade level curriculum/ NGSSS requirements. •Use teacher walkthrough data to determine that science is being taught with fidelity and rigor. •Teachers will use formative assessments and rubrics to determine student understanding of core instruction throughout lessons and units

Person or Persons Responsible:

WHO: Principal, Assistant Principal

Target Dates or Schedule:

WHEN: before, during and after school. PLC's meet on a weekly basis.

Evidence of Completion:

WHERE: in PLC's, in Data Chats, and in classrooms during instruction

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

Action:

•Monitor teacher lesson plans to ensure science is being taught according to grade level curriculum/ NGSSS requirements. •Use teacher walkthrough data to determine that science is being taught with fidelity and rigor. •Use Common Assessment data across grade levels to determine effectiveness of core curriculum and determine needs that need to be addressed with teams during data chats post assessment cycle. •Teachers will use formative assessments and rubrics to determine student understanding of core instruction throughout lessons and units

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

ongoing

Evidence of Completion

walkthrough notes, lesson plan checks

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

Action:

Principal and Assistant Principal will monitor on an consistent basis with the PLC Notes, Administrative walkthroughs, Team Leader meetings, and Data chats will occur at the end of each assessment cycle (at the beginning, middle and end of the year).

Person or Persons Responsible:

admin team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Principal and Assistant Principal will monitor on an ongoing basis with the PLC Notes, Administrative walkthroughs, Team Leader meetings, and Data chats will occur at the end of each assessment cycle (at the beginning, middle and end of the year).

Goal #1:	Improve current level of performance in reading, writing, math, and science.
Barrier #2:	Insufficient differentiated instruction in reading and math.
Strategy #1 to Overcome the Barrier	Teachers will implement built in 30 minute Reading Intervention block each day with fidelity.

Step #1 to Implement Strategy #1

Action:

They will use data to develop plans based on student needs, and teach students who need remediation and enrichment during this time. This time will also be used to support students who are showing that they are successful within the core curriculum.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

in the 30 minute Reading intevention block daily.

Evidence of Completion:

Lesson plans,

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

Action:

Data from FAIR, running records, and teacher observation will be used to determine student needs.

Person or Persons Responsible:

WHO: Principal, Assistant Principal, LLC Cadre, Instructional Staff, Coaches, and Literacy Team

Target Dates or Schedule:

Daily, ongoing

Evidence of Completion

Notes from PLCs, Faculty meetings, Data chats, walkthroughs in classrooms, teacher plans, and improved level of performance on assessment.

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

Action:

Running Records, FAIR and Common Assessment Data

Person or Persons Responsible:

Principal, Assistant Principal, LLC Cadre, Instructional Staff, Coaches, and Literacy Team

Target Dates or Schedule:

ongoing/monthly

Evidence of Completion:

data.

Goal #1:	Improve current level of performance in reading, writing, math, and science.
Barrier #2:	Insufficient differentiated instruction in reading and math.
Strategy #2 to Overcome the Barrier	Teachers will implement the built in math intervention block for differentiating instruction in math with fidelity

Step #1 to Implement Strategy #2

Action:

• Differentiating instruction for all learners to increase rigor and depth of knowledge on an individual basis. • Teachers will try researched based strategies for differentiating instruction and increasing rigor within the classroom, and then debrief and break down what worked and what can be improved. • Bridging the gaps from the new CCSS to the old NGSSS for the purpose of preparing students to take the FCAT.

Person or Persons Responsible:

Classroom Teachers

Target Dates or Schedule:

daily/ongoing

Evidence of Completion:

classroom data from common assessments, end of unit assessments, informal and formal assessments,

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

Action:

WHAT: Train Team Leaders on PLC leadership strategies. . * Email Monthly agenda to team leaders with topics for discussion. *Principal follow through on expected outcomes at PLCs. *Use monthly team leader meetings to disseminate information for PLCs.

Person or Persons Responsible:

Principal, Assistant Principal, LLC Cadre, Instructional Staff

Target Dates or Schedule:

WHEN: before, during and after school. PLC's meet on a weekly basis.

Evidence of Completion

WHERE: in PLC's, in Data Chats, and in classrooms during instruction

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

Action:

*PLC Notes will be monitored by Principal and Assistant Principal and Rtl team. *Team Leader meeting (Monthly) used to discuss needs within teams. SBLT will monitor the fidelity and the effectiveness of the intervention block by meeting with teachers to determine what's working and what can be improved within the block to make instruction more effective.

Person or Persons Responsible:

Principal and Assistant Principal and Rtl team

Target Dates or Schedule:

ongoing

Evidence of Completion:

data scores from common assessments, classroom formal and informal assessment.

Goal #1:	Improve current level of performance in reading, writing, math, and science.
Barrier #3:	Insufficient intervention supports in reading and math.
Strategy #1 to Overcome the Barrier	Teachers will be meeting with the SBLT to determine which interventions students need. Teachers will be trained in ongoing progress monitoring systems by the SBLT.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Structured and focused PLCS, professional development as it relates to the ELA, SBLT meetings

Person or Persons Responsible:

Administrative team, instructional staff, coaches, literacy team, and SBLT.

Target Dates or Schedule:

Meetings will take place before during and after school. SBLT meetings are on Mondays.

Evidence of Completion:

PLC Notes, SBLT notes,

Facilitator:

Instructional Coaches

Participants:

Administrative team, instructional staff, coaches, literacy team, and SBLT.

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

Action:

• Team leader meeting (monthly) used to discuss needs within the teams. Monitor new developments and concerns. • Tier 2 & 3 ongoing progress monitoring will be reviewed and monitored within the context of these meetings. *SBLT will meet to discuss student progress for Tier 2 and Tier 3 students.

Person or Persons Responsible:

Principal, Assistant Principal, SBLT

Target Dates or Schedule:

• PLC notes will be monitored by the Principal, the Assistant Principal, and the RTI team. • Team leader meeting (monthly) used to discuss needs within the teams. Monitor new developments and concerns. • Tier 2 & 3 ongoing progress monitoring will be reviewed and monitored within the context of these meetings on a weekly basis.

Evidence of Completion

SBLT Notes, FAIR data, Common Assessment data, Adjusted PMP's. Data chats at the end of each cycle.

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

Action:

The SBLT team meets on a weekly basis to discuss student progress for all students. The SBLT will conduct data chats with teachers at the end of each assessment cycle and will determine the effectiveness of instruction for students in the instructional tiers.

Person or Persons Responsible:

SBLT, Principal, Assistant Principal

Target Dates or Schedule:

Weekly SBLT Meetings

Evidence of Completion:

SBLT meeting notes, Adjusted PMP's, Administrative walkthroughs during Intervention block.

Goal #1:	Improve current level of performance in reading, writing, math, and science.
Barrier #3:	Insufficient intervention supports in reading and math.
Strategy #2 to Overcome the Barrier	professional development in preparation for the implementation of the new CCSS in 2014-2015 school year.

Step #1 to Implement Strategy #2

Action:

•Train Team Leaders on PLC leadership strategies. •Email Monthly agenda to team leaders with topics for discussion. •Principal follow through on expected outcomes at PLCs. •Use monthly team leader meetings to disseminate information for PLCs.

Person or Persons Responsible:

WHO: Principal, Assistant Principal, LLC Cadre, Instructional Staff

Target Dates or Schedule:

WHEN: before, during and after school. PLC's meet on a weekly basis.

Evidence of Completion:

in PLC's notes, in Data Chats, and in classrooms during instruction

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

Action:

•PLC Notes will be monitored by Principal and Assistant Principal and Rtl team. •Team Leader meeting (Monthly) used to discuss needs within teams.

Person or Persons Responsible:

Administrative team

Target Dates or Schedule:

ongoing

Evidence of Completion

•PLC Notes will be monitored by Principal and Assistant Principal and Rtl team. •Team Leader meeting (Monthly) used to discuss needs within teams.

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

Action:

data

Person or Persons Responsible:

monitored by Principal and Assistant Principal and Rtl team.

Target Dates or Schedule:

ongoing

Evidence of Completion:

moodlelms reports

Goal #1:	Improve current level of performance in reading, writing, math, and science.
Barrier #4:	Lack of Differentiation of Instruction for African American Students.
Strategy #1 to Overcome the Barrier	Differentiate Instruction across content areas

Step #1 to Implement Strategy #1

Action:

Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty

Person or Persons Responsible:

Administrative team, instructional staff, instructional coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans and walkthrough data

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

Action:

Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty

Person or Persons Responsible:

Admin team, instructional staff

Target Dates or Schedule:

ongoing

Evidence of Completion

lesson plans and walkthrough notes, and summative teacher evaluations, common assessment data, formal and informal assessment, and core curriculum assessments.

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

Action:

Meet in PLCs to discuss student achievement and after common assessments, and data cycles.

Person or Persons Responsible:

Administrative Team

Target Dates or Schedule:

ongoing, after assesement cycles

Evidence of Completion:

FCAT scores, common assessment data,

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

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: Improve current level of performance in reading, writing, math, and science.

Barrier #1: Insufficient standard based instruction in reading, math, science, and writing.

Strategy #1: Clearly stated essential learning goals posted on the board in a student friendly way. Teaching points should match instructional objectives which should align with CCSS, NGSSS, and student need.

Action Step #1: Teachers will clearly state their teaching points, and document instruction in their plan books that align to NGSSS and CCSS. The administrative team will review lesson plans biannually.

Facilitator leader

LLC Cadre, Instructional Coach

Participants

Principal, Assistant Principal, LLC Cadre, Instructional Coaches

Target dates or schedule

Teacher will daily post teaching points on the board and verify that they match what is written in their plans.

Evidence of Completion and Person Responsible for Monitoring

walkthrough data, evaluation meetings, checking planbooks, and essential learnings.

(Person Responsible: Principal, Assistant Principal, LLC Cadre, Instructional Coaches)

Barrier #3: Insufficient intervention supports in reading and math.

Strategy #1: Teachers will be meeting with the SBLT to determine which interventions students need. Teachers will be trained in ongoing progress monitoring systems by the SBLT.

Action Step #1: Structured and focused PLCS, professional development as it relates to the ELA, SBLT meetings

Facilitator leader

Instructional Coaches

Participants

Administrative team, instructional staff, coaches, literacy team, and SBLT.

Target dates or schedule

Meetings will take place before during and after school. SBLT meetings are on Mondays.

Evidence of Completion and Person Responsible for Monitoring

PLC Notes, SBLT notes,

(Person Responsible: Administrative team, instructional staff, coaches, literacy team, and SBLT.)

Appendix 2: Budget to Support School Improvement Goals

Budget Detail
