

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

School: 4771 - Westgate Elementary School
District: 52 - Pinellas
Principal: Donita Moody O
SAC Chair: Barbara Page
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/16/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
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Phone Number:	727-893-2144	
Web Address:	http://www.westgate-es.pinellas.k12.fl.us	
Email Address:	4771.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	75%			
Minority:	41%			
School Grade History:	<u>2012-13</u> B	<u>2011-12</u> A	<u>2010-11</u> C	<u>2009-10</u> C

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 Westgate Elementary School	
Principal's name Donita Moody O	
School Advisory Council chair's name Barbara Page	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Donita Moody	Principal
MaryAnne Skinner	Assistant Principal
Rose Wilkins	Reading/Math/Writing Coach
Maureen Saunders	Bully Prevention
Maryann Nease	Psychologist
Ann Beck	Social Worker
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/16/2013	
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	
Barbara Page- SAC President. Community Members, Teachers, Support Personnel, and Parents - Council Members	
Describe the involvement of the SAC in the development of this school improvement plan	
SAC members are provided several opportunities to provide input for school improvement plan during the school year at the monthly meetings, through surveys at and meetings and are provided opportunities to review the SIP.	
Describe the activities of the SAC for the upcoming school year	
SAC will take measures to grow membership and increase meeting attendance by alternating meeting times every other month. SAC will support the school with developing and monitoring school improvement initiatives.	
Describe the projected use of school improvement funds and include the amount allocated to each project	
Funds will be used to support implementation of Common Core Strategies.	
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:****Donita Moody O**

Principal Years as Administrator: 8 Years at Current School: 6

Credentials B.S., Elementary Education M.A., Educational Leadership

Performance Record 2008/09-Westgate Elem. School Grade A; 95% of criteria met for AYP
 2009/10-Shore Acres Elem. School Grade A; 92% of criteria met for AYP
 2010/2011-Shore Acres Elem. School Grade A;92% of criteria met for AYP
 2011/2012 – Westgate Elem. School Grade A; 2012/2013 B

Mary Anne Skinner

Asst Principal Years as Administrator: 8 Years at Current School: 4

Credentials B.S., Elementary Education M.A., Educational Leadership

Performance Record 2008/09-Belleair Elem. School Grade A; 100% of criteria met for AYP
 2009/10-Westgate Elem. School Grade C; 92% of criteria met for AYP
 2010/2011 – Westgate Elem. School Grade C; 85% of criteria met for AYP
 2011/2012 –Westgate Elem. School Grade A; 2012/2013 B

Instructional Coaches**# Instructional Coaches** 1**# Receiving Effective rating or higher** (not entered because basis is < 10)**Instructional Coach Information:****Rose Wilkins**

Full-time / School-based Years as Coach: 6 Years at Current School: 19

Areas RtI/MTSS

Credentials BA-Elem Ed, MA Reading
 Certification in Administration, K-12 Reading, Elem. Ed, & ESOL

Performance Record 2007-08 School Grade B, AYP Criteria Met -90%:
 2008-09 School Grade A, AYP Criteria Met -95%:
 2009-10 School Grade C, AYP Criteria Met -92%:
 2010-11 School Grade C, AYP Criteria Met -85%:
 2011-12 School Grade A, 2012-2013 B

Classroom Teachers
of classroom teachers 54
receiving effective rating or higher 46, 85%
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. 54, 100%
ESOL endorsed 14, 26%
reading endorsed 2, 4%
with advanced degrees 26, 48%
National Board Certified 15, 28%
first-year teachers 5, 9%
with 1-5 years of experience 3, 6%
with 6-14 years of experience 15, 28%
with 15 or more years of experience 31, 57%
Education Paraprofessionals
of paraprofessionals 2
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 2, 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. Donita Moody is responsible for: * We partner with local universities and identify highly effective student teachers. We work with human resources to find the highly qualified candidates. * Teachers are valued and included in the decision making processes of the school * Teachers at the school participate in grade level professional learning communities, encouraging an open exchange of knowledge and ideas Donita Moody and Rose Wilkins are responsible for: * On site professional development opportunities are also available and historically are highly attended.
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

There are three mentors at Westgate. They are assigned to beginning teachers, teachers new to the school and teachers in need of support. Our plan includes: observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling Instruction

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Westgate Elementary MTSS Team is an effective problem-solving group that assesses teachers' concerns about student academic and/or behavioral difficulties as identified through grade level PLCs. Using a wide range of assessment data, the team evaluates students' needs, develops instruction/intervention plans from evidence-based research with input from parents, teachers, and various specialists as needed, and supports teachers in progress-monitoring. The team also collaborates to share effective practices, evaluate implementation, review and revise practices and processes, and identify professional development needs and resources. The team meets weekly to review school-wide data, determine next steps, review students' status, discuss new referrals, and problem solve concerns and issues.

The MTSS Team will be responsible for managing and coordinating the processes listed above between all school teams as well as reviewing and revising the School Improvement Plan. The MTSS team applied the RTI problem solving process while examining Tier 1, Tier 2, and Tier 3 student performance. Using the information gathered from this analysis, the team was able to contribute to the development of the SIP and will continue to use the same process to evaluate the effectiveness of the strategies being implemented through the SIP.

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

Donita Moody-Facilitator - generates agenda and leads team discussions

Rose Wilkins, Maryann Nease, Ann Beck-Data Manager(s)/Data Coach(es) - assist team in accessing and interpreting (aggregating/disaggregating) the data.

MaryAnne Skinner Recorder/Note Taker - documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access.

Maureen Saunders-Time Keeper - helps team begin on time and ensures adherence to agreed upon agenda.

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

The SBLT will conduct an on-going review of school based procedures and processes to improve alignment and effectiveness of the implementation of the MTSS. In addition, the SBLT will focus on building and developing tools and processes to facilitate clear communication among the stakeholders.

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)

Baseline data are gleaned from the district Educational Data System (EDS), the Florida Assessment for Instruction in Reading (FAIR), Pinellas Common Assessments and FCAT. Progress monitoring data may be collected through classroom observation, attendance and disciplinary data, report cards,

screenings, behavior logs, student work samples, and/or teacher/parent/student rating scales, New DIBELS and AIMS Web probes, as deemed relevant at each tier.

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

Professional development is ongoing. It begins at the start of the school year with a review of the MTSS and school-based processes and procedures. As progress data accrues, PD delivery will occur at PLCs and/or faculty meetings to enable the staff to use the data effectively to inform intervention, as well as instruction, and to provide district information and school-based updates.

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: 2,400

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

The average Reading Comprehension score on FAIR for our targeted students will increase by at least 20 percentile points between FAIR Cycle 1/September 2013 and FAIR Cycle 3/May 2014.

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

Data will be collected through formal and informal assessments administered every two weeks. Instruction will be modified based on assessment results.

Who is responsible for monitoring implementation of this strategy?

Targeted students will be identified: Rose Wilkins

Students invited to participate: Donita Moody

Students participating will be provided schedule information: Donita Moody

Students scheduled according to needs: Rose Wilkins

Students receive 90 minutes of intensive instruction: Donita Moody

Student Progress will be monitored: Hourly Teachers

Instruction will be modified based on assessments: Hourly Teachers

Academic progress will be determined base on cycle 3 performance: Donita Moody

Literacy Leadership Team (LLT)

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

Name	Title
Lisa Grinstead	Lead Reading Teacher, 5th Grade
Patty Kwapien	Lead Reading Teacher, 4th Grade Teacher
Susan Conyers	Lead Reading Teacher, 3rd Grade
Lorrie Pelkey	Lead Reading Teacher, 2nd Grade
Joyce Thorton	Lead Reading Teacher, 1st Grade
Justine Koma	Lead Reading Teacher, Kindergarten
Teresa Leinbach	ESE Teacher

Donita Moody	Principal
Mary Anne Skinner	Assistant Principal
Rose Wilkins	RTI Coach
<p>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:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> 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). <p>The Literacy Team meets once a month to monitor the action steps outlined in the SIP. The district will provide training and tools for Literacy Leadership Teams.</p>	
<p>What will be the major initiatives of the LLT this year? Support for text complexity</p> <ul style="list-style-type: none"> • 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 	
<p>Every Teacher Contributes to Reading Instruction</p>	
<p>Describe how the school ensures every teacher contributes to the reading improvement of every student All teachers participate in reading professional development and apply literacy across the curriculum.</p>	
<p>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).</p>	
<p>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. At Westgate Elementary School we have implemented the following procedures to support and facilitate the children's transition into Kindergarten: * Interested Pre-schools arrange class and/or school visits * Evening Registration is available for parents * Individual visits and tours are encouraged * A Pre-school "Meet and Greet" is held for parents and students. This is an opportunity for parents and students to meet their child's teacher, and become familiar with the K curriculum and expectations, as well as the routines and physical environment / layout of the school. In addition, learning materials purchased through Title 1 are distributed. * Title 1 Teaching Partners are assigned to each Kindergarten Class during the first two weeks of school in order to help students make the transition into Kindergarten.</p>	
<p>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).</p>	

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

NA

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?

NA

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

NA

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	64%	79%	Yes	68%
American Indian				
Asian	64%	55%	No	68%
Black/African American	42%	22%	No	48%
Hispanic	60%	47%	No	64%
White	69%	71%	Yes	72%
English language learners	46%	31%	No	51%
Students with disabilities	40%	25%	No	46%
Economically disadvantaged	58%	56%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	28%	35%
Students scoring at or above Achievement Level 4	100	33%	38%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	115	38%	45%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	43	61%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	29%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	23%	30%

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	45	65%	70%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4				
Area 3: Mathematics				
Elementary and Middle School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	51%	No	63%
American Indian				
Asian	79%	68%	No	81%
Black/African American	28%	10%	No	35%
Hispanic	48%	27%	No	53%
White	63%	59%	No	67%
English language learners	42%	40%	No	48%
Students with disabilities	36%	15%	No	42%
Economically disadvantaged	53%	42%	No	57%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	87	29%	35%	
Students scoring at or above Achievement Level 4	61	20%	25%	
Florida Alternate Assessment (FAA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7				
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains		53%	58%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		45%	50%	
Middle School Acceleration				
	2013 Actual #	2013 Actual %	2014 Target %	
Middle school participation in high school EOC and industry certifications				
Middle school performance on high school EOC and industry certifications				

Algebra I End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Geometry End-of-Course (EOC) Assessment			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Area 4: Science			
Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	35%	52%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		50%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
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Students who miss 10 percent or more of available instructional time	71	11%	
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	57	9%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Middle School Indicators

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

Area 9: Parent Involvement

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

Describe parental involvement targets for your school

We have Title I 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See Title One Parent Involvement Plan			

Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing

Goal #2:

All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s

Goal #3:

All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and abo

Goal #4:

All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

Goal #5:

Establish consistent criteria for behavior expectations across the entire school.

Goals Detail

Goal #1: Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing

Targets Supported • Writing

Resources Available to Support the Goal

- RTI Coach
- Literacy Coach
- Marzano Coach
- Leading the Learning Cadre
- Literacy Team

Targeted Barriers to Achieving the Goal

- Steep learning curve for Common Core Standards
- Lack of writing across content
- Lack of student understanding of grammar and spelling

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2: All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s

- Targets Supported**
- Reading
 - Reading - AMO's
 - Reading - FCAT2.0
 - Reading - FAA
 - Reading - Learning Gains
 - Reading - CELLA
 - Reading - Postsecondary Readiness
 - EWS - Elementary School

- Resources Available to Support the Goal**
- Rtl Coach
 - Literacy Coach
 - Marzano Coach
 - Leading the Learning Cadre
 - Literacy Team

- Targeted Barriers to Achieving the Goal**
- Marzano strategies are not implemented to fidelity aligned to common core standards.
 - Goals are not always connected to student learning.
 - Monitoring of student learning progress is limited to intervention.
 - Celebration of student success is not always aligned to learning goals.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Teachers will increase implementation of Marzano strategies and use of Common Core standards in planning for student instruction as evidenced by cumulative walkthrough data.

Target Dates or Schedule:

Evidence of Completion:

Goal #3: All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and above

- Targets Supported**
- Math
 - Math - Elementary and Middle School
 - Math - Elementary and Middle AMO's
 - Math - Elementary and Middle FCAT 2.0
 - Math - Elementary and Middle FAA
 - Math - Elementary and Middle Learning Gains

- Resources Available to Support the Goal**
- RTI Coach
 - Literacy Coach
 - Marzano Coach
 - Leading the Learning Cadre
 - Literacy Team

- Targeted Barriers to Achieving the Goal**
- Lack of understanding Marzano strategies
 - Steep learning curve for Common Core Standards
 - Lack of fluency in mathematical operations
 - Lack of student understanding of number sense

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4: All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

- Targets Supported**
- Science
 - Science - Elementary School

- Resources Available to Support the Goal**
- RTI Coach
 - Literacy Coach
 - Leading the Learning Cadre
 - Marzano Coach
 - Literacy Team
 - Math/Science PLC

- Targeted Barriers to Achieving the Goal**
- lack of resources
 - lack of time for planning
 - weak curriculum
 - lack of understanding of standards

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Establish consistent criteria for behavior expectations across the entire school.
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Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Foundations Team Feedback/Minutes
- School Based Leadership (SBLT) Feedback/Minutes
- Olweus Grant Data
- School Wide Behavior Plan Progress
- Grade Level Team Support
- Coordinating Council
- PLCs
- Focus/Portal Access

Targeted Barriers to Achieving the Goal

- Cafeteria behavior expectations, behavior monitoring and consequences are not clear and consistent.
- School Wide Positive Behavior Recognition lacks consistency of implementation
- Limited time to analyze school wide behavior data

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Goal #1:	Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing
Barrier #3:	Steep learning curve for Common Core Standards
Strategy #1 to Overcome the Barrier	Purposeful grade level planning to include written response to reading in all content areas.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Facilitate PLC's, collaborative planning on learning goals

Person or Persons Responsible:
Team Leaders

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC Minutes

Facilitator:
Various

Participants:
Team Leaders

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

Action:
PLC's occur weekly

Person or Persons Responsible:
Team Leaders

Target Dates or Schedule:
Weekly

Evidence of Completion
Minutes submitted to Leadership

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

Action:

Person or Persons Responsible:
Board configurations have goals connected to student learning daily.

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing
Barrier #4:	Lack of writing across content
Strategy #1 to Overcome the Barrier	Purposeful grade level planning to include written response to reading in all content areas.

Step #1 to Implement Strategy #1

Action:

Continue learning Marzano framework

Person or Persons Responsible:

Leadership, Trainers, Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Classroom Observations

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

Action:

Formal and Informal observations

Person or Persons Responsible:

Leadership

Target Dates or Schedule:

Weekly, at close of unit one and two

Evidence of Completion

Classroom Observations

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

Action:

Person or Persons Responsible:

Walkthroughs evidence growth on the teacher scales.

Target Dates or Schedule:

Evidence of Completion:

Goal #1: Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing

Barrier #5: Lack of student understanding of grammar and spelling

Strategy #1 to Overcome the Barrier Professional development on writing conventions.

Step #1 to Implement Strategy #1

Action:
Provide additional training on monitoring strategies

Person or Persons Responsible:
Marzano Trainers

Target Dates or Schedule:
Monthly

Evidence of Completion:

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

Action:
Evidence of monitoring strategies in classrooms

Person or Persons Responsible:
Leadership

Target Dates or Schedule:
Weekly

Evidence of Completion
Observations

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

Action:

Person or Persons Responsible:
Data exists for monitoring learning progress for all students. .(including subgroups African American , Students With Disabilities, and Economically Disadvantaged.

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s
Barrier #1:	Marzano strategies are not implemented to fidelity aligned to common core standards.
Strategy #1 to Overcome the Barrier	Provide Professional Development on Marzano strategies aligned to common core.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
continue learning the Marzano framework

Person or Persons Responsible:
Leadership, trainers, coaches

Target Dates or Schedule:
monthly

Evidence of Completion:
classroom observations

Facilitator:
Various

Participants:
Leadership, trainers, coaches

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

Action:
1 Formal and 3 informal observations of Marzano elements

Person or Persons Responsible:
Leadership

Target Dates or Schedule:
Weekly

Evidence of Completion
Data Collection Sheet

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

Action:
Person or Persons Responsible:
Walkthroughs evidence growth on the teacher scales.

Target Dates or Schedule:
Evidence of Completion:

Goal #2: All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s

Barrier #2: Goals are not always connected to student learning.

Strategy #1 to Overcome the Barrier Provide opportunities for collaborative planning to include learning goals.

Step #1 to Implement Strategy #1

Action:
Facilitate PLC's, collaborative planning on learning goals

Person or Persons Responsible:
Team Leaders

Target Dates or Schedule:
Weekly

Evidence of Completion:
PLC Logs

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

Action:
PLC's occur weekly

Person or Persons Responsible:
Team Leaders

Target Dates or Schedule:
Weekly

Evidence of Completion
Minutes are submitted to Leadership

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

Action:

Person or Persons Responsible:
Board configurations have goals connected to student learning daily.

Target Date:

Evidence of Completion:

Goal #2:	All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s
Barrier #3:	Monitoring of student learning progress is limited to intervention.
Strategy #1 to Overcome the Barrier	Provide PD for tracking learning progress for all students.(including subgroups African American , Students With Disabilities, and Economically Disadvantaged

Step #1 to Implement Strategy #1

Action:
Provide additional training on monitoring strategies

Person or Persons Responsible:
Marzano Trainers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Logs

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

Action:
Evidence of monitoring strategies in classrooms

Person or Persons Responsible:
Leadership

Target Dates or Schedule:
Weekly

Evidence of Completion
Logs

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

Action:

Person or Persons Responsible:
Data exists for monitoring learning progress for all students.

Target Dates or Schedule:

Evidence of Completion:

Goal #2: All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s

Barrier #4: Celebration of student success is not always aligned to learning goals.

Strategy #1 to Overcome the Barrier Teachers, share celebrating student learning success, monthly

Step #1 to Implement Strategy #1

Action:
Share celebrating student learning success

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:

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

Action:
Weekly PLC

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion
Lesson Plans and PLC Minutes

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

Action:

Person or Persons Responsible:
Celebrations are connected to learning goals.

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and above
Barrier #1:	Lack of understanding Marzano strategies
Strategy #1 to Overcome the Barrier	Professional development aligned to Marzano strategies and Common Core Standards.

Step #1 to Implement Strategy #1

Action:

Participate in book study on Mathematics Common Core as referenced and Marzano strategies

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Walkthroughs and Observations

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

Action:

Apply strategies

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson Plans

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

Action:

Person or Persons Responsible:

Teacher show progress on the scoring scale.

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and abo
Barrier #3:	Steep learning curve for Common Core Standards
Strategy #1 to Overcome the Barrier	PLC grade level team planning focused on real world problem based learning

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Train in use of formative assessments to track student progress in problem solving strategies

Person or Persons Responsible:

Lead math teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative assessment results

Facilitator:

Various

Participants:

Lead math teachers

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

Action:

Use formative assessments

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Biweekly

Evidence of Completion

Observation

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

Action:

Show progression of learning on formative assessments

Person or Persons Responsible:

Students

Target Dates or Schedule:

Biweekly

Evidence of Completion:

Goal #3:	All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and above
Barrier #5:	Lack of fluency in mathematical operations
Strategy #1 to Overcome the Barrier	Professional development focused on standards for mathematical practice and lesson development.

Step #1 to Implement Strategy #1

Action:
Participate in school-wide training on mathematical practices

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Surveys

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

Action:
Conduct teacher survey

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Once per semester

Evidence of Completion
Surveys

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

Action:

Person or Persons Responsible:
Survey shows increased understanding of mathematical practice.

Target Dates or Schedule:

Evidence of Completion:

Goal #3: All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and above

Barrier #6: Lack of student understanding of number sense

Strategy #1 to Overcome the Barrier Instruction focused on number sense development across grade levels.

Step #1 to Implement Strategy #1

Action:
Participate in ongoing professional development for implementation of Number Talks and use of strategy discussions in mathematics

Person or Persons Responsible:
Teachers

Target Dates or Schedule:

Evidence of Completion:
Formative assessment results

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #3

Action:
Formative Assessment

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Biweekly

Evidence of Completion
Observations

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #3

Action:
Show progression of learning

Person or Persons Responsible:
Students

Target Dates or Schedule:
Biweekly

Evidence of Completion:
Formative assessments

Goal #4: All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

Barrier #6: lack of resources

Strategy #1 to Overcome the Barrier Develop a system to insure each grade level has necessary science resources.

Step #1 to Implement Strategy #1

Action:

Develop a system to obtain resources

Person or Persons Responsible:

Community Liaison and Team Leaders

Target Dates or Schedule:

Each semester

Evidence of Completion:

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

Action:

Access to resources

Person or Persons Responsible:

Community Liaison and Teachers

Target Dates or Schedule:

Each semester

Evidence of Completion

Resources available

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

Action:

Students show progression of learning

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Biweekly

Evidence of Completion:

Formative assessments

Goal #4: All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

Barrier #7: lack of time for planning

Strategy #1 to Overcome the Barrier Dedicate a PLC to science planning monthly.

Step #1 to Implement Strategy #1

Action:

Dedicated PLC's

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lesson plans

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

Action:

PLC minutes

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion

Lesson plans

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

Action:

PLC notes consistently show collaboration in Science

Person or Persons Responsible:

RTI Coach

Target Dates or Schedule:

Evidence of Completion:

Goal #4: All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

Barrier #8: weak curriculum

Strategy #1 to Overcome the Barrier Increase the allotted time for science instruction.

Step #1 to Implement Strategy #1

Action:

Develop master schedule with dedicated time for Science instruction

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Yearly

Evidence of Completion:

Grade level flow of the day

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #8 to Goal #4

Action:

Walkthroughs during scheduled science time

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion

Walkthrough data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #8 to Goal #4

Action:

Walkthroughs data show increased Science instruction

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Evidence of Completion:

Walkthroughs

Goal #4: All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

Barrier #9: lack of understanding of standards

Strategy #1 to Overcome the Barrier Provide professional development on common core science standards.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Provide professional development focused on Science standards

Person or Persons Responsible:

Lead teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

PLC minutes

Facilitator:

Various

Participants:

Lead teachers

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

Action:

Review lesson plans and Science journals

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion

Science plans

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

Action:

Students show progression of learning on formative assessments, biweekly. (including data for subgroups African American , Students With Disabilities, and Economically Disadvantaged)

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Biweekly

Evidence of Completion:

Goal #5:	Establish consistent criteria for behavior expectations across the entire school.
Barrier #1:	Cafeteria behavior expectations, behavior monitoring and consequences are not clear and consistent.
Strategy #1 to Overcome the Barrier	Collaborate with the café staff to develop a café behavior plan that includes a rubric and consequences

Step #1 to Implement Strategy #1

Action:
Develop a Café Plan to include a rubric and consequences

Person or Persons Responsible:
Foundations Team

Target Dates or Schedule:
August 19, 2013

Evidence of Completion:

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Establish consistent criteria for behavior expectations across the entire school.
Barrier #1:	Cafeteria behavior expectations, behavior monitoring and consequences are not clear and consistent.
Strategy #2 to Overcome the Barrier	Create a video to use with students during the first week of school

Step #1 to Implement Strategy #2

Action:
Create a Video show students café expectations

Person or Persons Responsible:
Mattos and Team

Target Dates or Schedule:

Evidence of Completion:

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #5:	Establish consistent criteria for behavior expectations across the entire school.
Barrier #1:	Cafeteria behavior expectations, behavior monitoring and consequences are not clear and consistent.
Strategy #3 to Overcome the Barrier	Develop a monthly monitoring system to collect data on fidelity of implementation of café plan

Step #1 to Implement Strategy #3

Action:

Develop a monthly monitoring system to collect data on fidelity of implementation of café plan

Person or Persons Responsible:

Administration

Target Dates or Schedule:

August 19, 2013

Evidence of Completion:

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Coordination and Integration

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III funds are utilized to provide a variety of educational resources and 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. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to 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).

Westgate receives funding and resources to support teaching and learning from business and community partners Steven & Stevens, Northside Baptist Church and Gregory s, sharer, Scharer and Stuart

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: Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing

Barrier #3: Steep learning curve for Common Core Standards

Strategy #1: Purposeful grade level planning to include written response to reading in all content areas.

Action Step #1: Facilitate PLC's, collaborative planning on learning goals

Facilitator leader

Various

Participants

Team Leaders

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

PLC Minutes

(Person Responsible: Team Leaders)

Goal #2: All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s

Barrier #1: Marzano strategies are not implemented to fidelity aligned to common core standards.

Strategy #1: Provide Professional Development on Marzano strategies aligned to common core.

Action Step #1: continue learning the Marzano framework

Facilitator leader

Various

Participants

Leadership, trainers, coaches

Target dates or schedule

monthly

Evidence of Completion and Person Responsible for Monitoring

classroom observations

(Person Responsible: Leadership, trainers, coaches)

Goal #3: All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and above

Barrier #3: Steep learning curve for Common Core Standards

Strategy #1: PLC grade level team planning focused on real world problem based learning

Action Step #1: Train in use of formative assessments to track student progress in problem solving strategies

Facilitator leader

Various

Participants

Lead math teachers

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

Formative assessment results

(Person Responsible: Lead math teachers)

Goal #4: All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

Barrier #9: lack of understanding of standards

Strategy #1: Provide professional development on common core science standards.

Action Step #1: Provide professional development focused on Science standards

Facilitator leader

Various

Participants

Lead teachers

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

PLC minutes

(Person Responsible: Lead teachers)

Appendix 2: Budget to Support School Improvement Goals**Budget Summary by Goal**

Goal	Description	Total
Goal #1	Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing	\$52,157
Goal #2	All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s	\$38,025
Goal #3	All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and abo	\$42,000
Goal #4	All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%	\$11,951
	Total	\$144,133

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
Title 1 and SIP Funds	\$80,025	\$80,025
Title 1	\$64,108	\$64,108
Total	\$144,133	\$144,133

Budget Detail

Goal #1: Teachers will have students produce evidence based writing about resources throughout the day every day. To increase the percentage of students scoring 3.5 or above from 49% to 55%. Bradley MOU AMOs: To increase the percentage of AA students performing

Barrier #3: Steep learning curve for Common Core Standards

Strategy #1: Purposeful grade level planning to include written response to reading in all content areas.

Action Step #1: Facilitate PLC's, collaborative planning on learning goals

Resource Type Evidence-Based Program

Resource Professional development, human resources, technology and materials

Funding Source Title 1

Amount Needed \$52,157

Goal #2: All teachers will provide effective cross content literacy instruction aligned to CCSS using Marzano strategies. To increase the percentage of students scoring Level 3 or higher on FCAT from 79% to 85%. Bradley MOU AMOs: To increase the percentage of AA s

Barrier #1: Marzano strategies are not implemented to fidelity aligned to common core standards.

Strategy #1: Provide Professional Development on Marzano strategies aligned to common core.

Action Step #1: continue learning the Marzano framework

Resource Type Evidence-Based Program

Resource Professional development, human resources, technology and materials

Funding Source Title 1 and SIP Funds

Amount Needed \$38,025

Goal #3: All teachers will provide opportunities for students to demonstrate their understanding of common core math concepts by applying them to new situations, writing and speaking about mathematical reasoning. Target: Increase our percentage of level 3 and abo

Barrier #3: Steep learning curve for Common Core Standards

Strategy #1: PLC grade level team planning focused on real world problem based learning

Action Step #1: Train in use of formative assessments to track student progress in problem solving strategies

Resource Type Evidence-Based Program

Resource Professional development, human resources, technology and materials

Funding Source Title 1 and SIP Funds

Amount Needed \$42,000

Goal #4: All teachers will provide opportunities for students to collaborate and engage in meaningful productive discussions around Science based on Common Core Standards. Increase FCAT 2.0 level 3 or above from 47% to 50%

Barrier #9: lack of understanding of standards

Strategy #1: Provide professional development on common core science standards.

Action Step #1: Provide professional development focused on Science standards

Resource Type Evidence-Based Program

Resource Professional development, human resources, technology and materials

Funding Source Title 1

Amount Needed \$11,951