

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 0401 - Centennial Elementary School  
**District:** 51 - Pasco  
**Principal:** Cynthia Harper A  
**SAC Chair:** Lora Darby  
**Superintendent:** Mr. Kurt S Browning  
**School Board Approval Date:** 10/01/2013  
**Last Modified on:** 10/25/2013

<b>Address:</b>	<u><b>Physical</b></u>	<u><b>Mailing</b></u>
	38501 CENTENNIAL RD Dade City, FL 33525	38501 CENTENNIAL RD Dade City, FL 33525
<b>Phone Number:</b>	352-524-5000	
<b>Web Address:</b>	www.pasco.k12.fl.us	
<b>Email Address:</b>	charper@pasco.k12.fl.us	

<b>School Type:</b>	Elementary School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	No			
<b>Free/Reduced Lunch:</b>	73%			
<b>Minority:</b>	46%			
<b>School Grade History:</b>	<u><b>2012-13</b></u> D	<u><b>2011-12</b></u> C	<u><b>2010-11</b></u> C	<u><b>2009-10</b></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

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Centennial Elementary School	
<b>Principal's name</b> Cynthia Harper A	
<b>School Advisory Council chair's name</b> Lora Darby	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Jessica Felice	Assistant Principal
Sara Barthle	Classrrom Teacher
Tami Durden	Classrrom Teacher
Andrea Gregory	Classrrom Teacher
Chelle Travis	Classrrom Teacher
Becky DeLloyd	Classrrom Teacher
Sandy Neal	Classrrom Teacher
Stephanie Casey	Classrrom Teacher
Stephanie Gross	ICT Coach
Heather Davis	Noninstructional Team Leader/ESE Facilitator
Brad Starling	Physical Education Teacher
Linda Grzesik	Guidance Counselor
Anne Bertugli	Behavior Specialist
Cynthia Harper	Principal
<b>District-Level Information</b>	
<b>District</b> Pasco	
<b>Superintendent's name</b> Mr. Kurt S Browning	
<b>Date of school board approval of SIP</b> 10/01/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
The SAC is comprised of both school and community stakeholders. School based administrators, teachers and support staff meet with parents and community leaders on a monthly basis.	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The SAC provided input to the 2013-2014 SIP at the end of the 2012-2013 school year. These notes were used when developing strategies for school improvement as well as determining an accompanying budget. The draft of the SIP will be presented to the SAC for revision and approval.	
<b>Describe the activities of the SAC for the upcoming school year</b>	
Input regarding budget decisions and Title I funds distribution. Input regarding school climate and school improvement initiatives. The SAC will continue to be involved in the analysis of school-wide data and problem solving/inquiry	

process regarding academics, behavior, and attendance concerns.

The SAC will partner with our school as we monitor, amend, and evaluate school improvement strategies.

Staff members will present pertinent information to the SAC regarding curriculum updates, including CCSS and district/state assessments.

The SAC will participate in the planning for family involvement and family nights regarding increase understanding of MTSS and CCSS.

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

905.65 for increased parent understanding of MTSS, family night

2,706.21 MTSS conference day

665.27 Kinder Camp

2210.99 Before/After school program

341.80 Attendance and behavior intervention plan

**Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below**

Not In Compliance

**If no, describe the measures being taken to comply with SAC requirements**

Elections will be held on September 20th. followed by presentation of the SIP draft and voting for SAC approval.

**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:**

**Cynthia Harper A**

Principal

Years as Administrator: 19

Years at Current School: 5

**Credentials**

BS Elementary Education  
Ed/Masters School Admin.

**Performance Record**

'02-'07 A; '08-'09 B; '10-'12 C; '12-'13 D

**Jessica Felice**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

BS Elementary Education  
Ed/Masters Educational Leadership

**Performance Record**

**Instructional Coaches**

**# Instructional Coaches** 2

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

<b>Instructional Coach Information:</b>		
<b>Stephanie Gross</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Other	
Credentials	BS Elementary Education	
Performance Record	'12-'13 D	
<b>TBD STEM coach</b>		
Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Other	
Credentials		
Performance Record		
<b>Classroom Teachers</b>		
# of classroom teachers 50		
# receiving effective rating or higher 45, 90%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 98%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 50, 100%		
# ESOL endorsed 28, 56%		
# reading endorsed 6, 12%		
# with advanced degrees 19, 38%		
# National Board Certified 7, 14%		
# first-year teachers 2, 4%		
# with 1-5 years of experience 13, 26%		
# with 6-14 years of experience 21, 42%		
# with 15 or more years of experience 14, 28%		
<b>Education Paraprofessionals</b>		
# of paraprofessionals 0		
# Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0		
<b>Other Instructional Personnel</b>		
# 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)		
<b>Teacher Recruitment and Retention Strategies</b> This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**

The district advertises and recruits regionally and nationally when necessary. The Office of Human Resources and Educator Quality carefully screens all applicants. Beginning teachers are assigned to highly qualified teachers, who are trained as mentors to provide support, resources, and advice throughout the first year. In addition, all teachers are provided staff development and coaching opportunities to meet their individual professional needs.

Administration will hold bi-monthly meetings with all new staff members and their mentors (for new teachers). The purpose of these meetings will be to address any upcoming school events, answer questions, address concerns, and foster supportive, collaborative relationships within the group. Prior to offering positions to highly qualified applicants, administration will verify that applicants will be in-field for the positions for which they have interviewed.

**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**

Each new teacher is paired with a veteran teacher on his or her team. These mentors are partners in guiding the new teacher as they navigate the school, curriculum, district/state assessments, grading practices, professional growth systems, etc. The mentor serves as a trusted resource of important information as well as coach of best instructional practices and school/district/state policies and procedures.

**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**

Student, classroom, and grade-level needs are identified through review of school wide assessments, grade-level common assessments, and progress monitoring data collected on students. Based on identified needs, General Education Teachers, Support Facilitation Teachers, & Speech/Language Pathologists (along with other leadership team members as needed) assist with intervention development, implementation, progress monitoring, and evaluation. Problem solving occurs within TBIT, SBIT, and PLC structures to examine student progress and allocate resources as needs are identified.

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

School Administrators- Oversee the MTSS process.

General Education Teachers- Provide quality core instruction in CCSS to students, conduct PLC's to build capacity within instructional staff, and participate in the problem solving process to design supports for individual and small groups of students.

Support Facilitation Teachers and Speech/Language Pathologists- Serve as grade-level liaisons to assist with problem solving with teachers and build capacity for teachers to differentiate instruction to a variety of learner needs.

Guidance Counselor- Provide Tier 1, 2, & 3 support for behavior/social-emotional concerns and interventions provided as needed by students.

School Psychologist- Facilitate SBIT meetings, consult on intervention development and progress monitoring methods, and participates in school-wide, classroom, and student-level data analysis for

academic and behavior concerns.

School Social Worker- Monitor student attendance school wide and provide assistance as needed to improve student attendance. Participate in SBIT process to address student concerns stemming from outside the school environment and connect families with local resources.

Behavior Specialist- Consult with teachers to address behavioral needs across tiers and provide training and support to teachers to build capacity to address behaviors in across settings and degrees of support.

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

Informal and formal walkthroughs by Leadership Team; PLC agendas and notes; and data analysis of common assessments (including IRLA and Discovery Education), attendance and behavioral data.

**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)**

Reports generated from Pasco STAR, IRLA, Discovery Education, and school-based behavioral data will be used to analyze tiered layers of support in attendance, behavior, reading, mathematics, science, writing, and engagement.

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

Individual staff development occurs through grade-level Professional Learning Communities and consultation with school-based leadership team members to carry out data-based problem-solving. In addition, three optional trainings will be offered to staff focusing on evidence-based interventions for behavior/classroom management, reading interventions, and math interventions. Each grade level has been assigned a liaison to assist with problem solving and effective use of MTSS. Liaisons have been trained in data analysis, problem solving, intervention development, and progress monitoring.

Additional professional development will be offered by administration, psychologist, social worker, or guidance counselor as needed based on data analysis.

Parents have the option of attending a parent-training program to enhance parenting skills, develop academic supports within the home, and this program provides an overview of the MTSS process and how they can participate in their child's learning. Teachers discuss MTSS with parents pertaining to specific students during parent teacher conferences.

SAC and PTA provide input by participating in problem solving and data analysis of school wide data.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy: Before or After School Program****Minutes added to school year:** 3,600**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

Students in Grades 4 and 5 will participate in Extended Day. Students will be identified based on their 2012-2013 FCAT 2.0 Mathematics Levels. Teachers will focus on best practices for engagement in mathematics CCSS (including Mathematics Practices) and NGSSS. These standards will be identified through data analysis of common assessments (AP1-3). Teachers will engage students in number talks to increase students' number sense, problem solving and error analysis skills.

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

Discovery Education assessments

**Who is responsible for monitoring implementation of this strategy?**

Administration, STEM coach

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Cynthia Harper	Principal
Jessica Felice	Assistant Principal
Stephanie Gross	ICT Coach
Sara Barthle	Classroom Teacher
Tami Durden	Classroom Teacher
Andrea Gregory	Classroom Teacher
Chelle Travis	Classroom Teacher
Becky DeLloyd	Classroom Teacher
Sandy Neal	Classroom Teacher
Stephanie Casey	Classroom Teacher

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

The Lead Literacy Team will meet monthly to review school and grade level data as well as discuss the effectiveness of the ELA curriculum and PLCs. The team will develop and schedule monthly walk-throughs to identify areas of need and staff development.

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

Backwards planning of the CCSS in ELA during PLCs, integration of content areas in reading/writing blocks, text complexity and close reading, use of and development of scales, use of the eIRLA in K-1, use of Discovery Education in 2-5, use of data to plan for and respond to instruction/learning.

**Every Teacher Contributes to Reading Instruction****Describe how the school ensures every teacher contributes to the reading improvement of every student**

Professional development in the areas of ELA CCSS include all instructional staff. When applicable, noninstructional staff are also included regarding school-wide ELA initiatives. All instructional staff participate in PLCs where teachers backwards plan using ELA CCSS; use grade level, school and district ELA data to plan for and respond to teaching and learning; and participate in the inquiry/

problem solving process in response to common assessment data. All teachers facilitate reading interventions for Tier I, II, and III of MTSS. All teachers participate in family involvement activities related to ELA.

### **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**

Family involvement opportunities for families of students during pre-planning week.

Kinder Camp offered by kindergarten teachers the week prior to pre-planning.

Buddy reading opportunities between PreK and Kindergarten students in the spring as well as other classroom visits and collaborations between grade levels.

Vertical planning between PreK and Kindergarten teachers throughout the school year.

PreK students begin eating lunch in the cafeteria during the last quarter of the school year.

SBIT teams and ESE facilitators communicate students' progress and end of PreK status to kindergarten teachers during pre-planning.

FLKRS (Echos) information is used to problem solve Tiers of support early in the kindergarten school year.



**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**

<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	61%	51%	No	65%
American Indian				
Asian				
Black/African American	52%	32%	No	57%
Hispanic	48%	49%	Yes	54%
White	68%	56%	No	71%
English language learners	32%	31%	No	39%
Students with disabilities	51%	41%	No	56%
Economically disadvantaged	52%	45%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	67	24%	32%
Students scoring at or above Achievement Level 4	64	23%	30%

**Florida Alternate Assessment (FAA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		6%
Students scoring at or above Level 7	23	64%	94%

**Learning Gains**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (FCAT 2.0 and FAA)	173	60%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	29	62%	85%

**Comprehensive English Language Learning Assessment (CELLA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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)	31	59%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		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	35	40%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	73%	98%

**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	57%	36%	No	61%
American Indian				
Asian				
Black/African American	48%	32%	No	54%
Hispanic	52%	36%	No	57%
White	60%	37%	No	64%
English language learners	32%	10%	No	39%
Students with disabilities	56%	41%	No	60%
Economically disadvantaged	49%	32%	No	54%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	18%	25%
Students scoring at or above Achievement Level 4	32	12%	19%

**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>		48%
Students scoring at or above Level 7	18	50%	73%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	85	49%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	58%	81%

**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	22	26%	40%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		21%

Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		73%
Students scoring at or above Level 7	[data excluded for privacy reasons]		84%
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)	4		6
Participation in STEM-related experiences provided for students			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	85	14%	11%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	0%
Students who are not proficient in reading by third grade	47	46%	32%
Students who receive two or more behavior referrals	8	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	0%
Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
Describe parental involvement targets for your school			
The parent involvement target for our school is to increase parental attendance at academic activities, celebrations, and volunteering (See Parent Involvement Plan for details).			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance at Reading Rallies	31	5%	15%
Grandparent's Luncheon	219	36%	46%
Holiday Concert	280	46%	56%
		%	%

Goals Summary	
<b>Goal #1:</b>	Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.
<b>Goal #2:</b>	All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).
Goals Detail	
<b>Goal #1:</b>	<b>Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.</b>

**Targets Supported •**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- 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
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
- 
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Pre-assessments
- Professional Development regarding best practices in conferencing in reading and writing
- Professional Development regarding vocabulary instruction in ELA and content areas (specifically science)
- Professional Development regarding fluency (speed and accuracy) in recalling basic mathematical facts
- Imagine Learning
- Discovery Education
- iObservation
- Canvas- Elementary Learning Network
- Stevenson Learning Skills (visual cues for word attack skills)
- Core Connections

**Targeted Barriers to Achieving the Goal**

- Students do not enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Review of learning gains through district and grade level common assessments, iObservation informal/formal observations and walkthrough feedback forms

**Person or Persons Responsible:**

Administration, ICT Coach and Stem Coach as well as classroom teachers and PLC Facilitators

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Discovery Education (2-5) and IRLA (K-1) results will be reviewed in PLCs and Data Chats with each grade level, FCAT 2.0 proficiency and learning gains

**Goal #2:**

**All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).**

**Targets Supported •**

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- 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
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
- 
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Canvas- Elementary Learning Network
- ICT and STEM coaches
- PD budget and Teacher Planning Days
- Differentiated Accountability (District support team and coaches)
- Teachers are open to professional development and feedback
- iObservation resources
- PLC Facilitator Training
- eIRLA (K and 1) and Discovery Education (2-5)
- Increased common planning time
- Administrative support

**Targeted Barriers to Achieving the Goal**

- Ongoing PD is needed to support instructional staff, teachers are learning instructional shifts as well as CCSS, additional time is needed for collaborative planning, teachers do not have experience developing/implementing scales, teachers are overwhelmed by new resources

**Plan to Monitor Progress Toward the Goal**

**Action:**

Common Assessments and iObservation

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

Quarterly/annually

**Evidence of Completion:**

70% of students (Tier I) scoring proficient/on grade level as measured by school, district or state common assessments in reading, mathematics, writing and science. Increase in students making Learning Gains as measure by FCAT 2.0 in reading and mathematics. Increase in students scoring Level 4 or higher on Alternative Assessments. Increased number of effective and highly effective teachers

**Action Plan for Improvement**



<b>Goal #1:</b>	Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.
<b>Barrier #10:</b>	Students do not enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials.
<b>Strategy #1 to Overcome the Barrier</b>	Use of pre-assessments to target differentiation/remediation

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

**Action:**

Provide professional development and structures (PLC, data chats) to support the analysis of pre-assessment data, planning for learning, and responding to learning through differentiation and remediation.

**Person or Persons Responsible:**

Administration, PLC Facilitators, MTSS Team, Classroom teachers

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Lesson plans, PLC and Data Chat agendas and notes, presentation slides

**Facilitator:**

Administration, coaches, psychologist

**Participants:**

Administration, PLC Facilitators, MTSS Team, Classroom teachers

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #10 to Goal #1

**Action:**

Walkthroughs forms developed to provide evidence of remediation and differentiation. Data Chat and PLC agendas developed to provide time for planning/inquiry cycle/problem solving regarding pre-assessment data.

**Person or Persons Responsible:**

Administration and coaches

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion**

Walkthroughs forms and feedback notes focused on evidence of remediation and differentiation. Data Chat and PLC agendas and notes demonstrating planning/inquiry cycle/problem solving regarding pre-assessment data.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #10 to Goal #1

**Action:**

Walkthroughs focused on evidence of differentiation and remediation.

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Post assessment data demonstration learning gains. Lesson plans demonstrating differentiation and remediation. Core instruction demonstrates 70% or higher meeting expectation (Tier I).

<b>Goal #1:</b>	Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.
<b>Barrier #10:</b>	Students do not enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials.
<b>Strategy #2 to Overcome the Barrier</b>	Find systematic time in the school day for students to practice building fluency of basic math facts

### Step #1 to Implement Strategy #2 - PD Opportunity

**Action:**

Develop center activities that provide meaningful fluency practice of basic math facts

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Ongoing beginning in September

**Evidence of Completion:**

Lesson Plans

**Facilitator:**

Administration and STEM Coach

**Participants:**

Classroom teachers

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #10 to Goal #1

**Action:**

Lesson Plans, walkthroughs, assessments

**Person or Persons Responsible:**

Administration and STEM Coach

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion**

Review of assessment data and walkthrough feedback forms

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #10 to Goal #1

**Action:**

assessments of fluency of basic facts

**Person or Persons Responsible:**

Administration, STEM coach, classroom teachers

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Increase in assessment scores, classroom observations

<b>Goal #1:</b>	Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.
<b>Barrier #10:</b>	Students do not enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials.
<b>Strategy #3 to Overcome the Barrier</b>	Find opportunities to integrate content area vocabulary (instruction and practice) throughout the day and with real world, concrete examples

### Step #1 to Implement Strategy #3 - Budget Item - PD Opportunity

**Action:**

Lesson planning, PLC meetings to discuss the integration of science vocabulary throughout the day, teaching, practice opportunities, and assessment of vocabulary acquisition. Second grade students use of Imagine Learning to improve ELA skills.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Lesson Plans, PLC notes and agendas

**Facilitator:**

STEM Coach

**Participants:**

Classroom teachers

### Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #10 to Goal #1

**Action:**

PLC agendas and notes regarding the integration of science vocabulary in ELA.

**Person or Persons Responsible:**

PLC Facilitators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Lesson Plans, classroom observations, PLC agenda and notes

### Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #10 to Goal #1

**Action:**

Discovery Education

**Person or Persons Responsible:**

Administration, STEM coach, Leadership Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Increase in student scores.

<b>Goal #1:</b>	Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.
<b>Barrier #10:</b>	Students do not enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials.
<b>Strategy #5 to Overcome the Barrier</b>	Professional development regarding reading/writing conferencing

### Step #1 to Implement Strategy #5 - Budget Item - PD Opportunity

**Action:**

Provide professional development to teachers regarding best practices in workshops and conferencing, coaching, Walkthroughs to inform and guide PD, Core Connections (Gr. 4)

**Person or Persons Responsible:**

Administration, ICT Coach, classroom teachers

**Target Dates or Schedule:**

October. ongoing beginning in September

**Evidence of Completion:**

Presentation notes, agendas, observations notes, lessons plans, walkthrough forms and feedback, increase in students scoring 3.5 or higher on FCAT Writing.

**Facilitator:**

Administration

**Participants:**

Administration, ICT Coach, classroom teachers

### Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #10 to Goal #1

**Action:**

Conduct walkthroughs with specific feedback regarding best practices in conferencing, coaching cycles

**Person or Persons Responsible:**

Administration, ICT coach

**Target Dates or Schedule:**

monthly

**Evidence of Completion**

Conferencing notes, feedback forms

### Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #10 to Goal #1

**Action:**

review common assessment data, conferencing notes, and walkthrough feedback

**Person or Persons Responsible:**

Administration, ICT Coach, classroom teachers

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Increase in common assessment scores, increase in number of conferences held daily/weekly, increase in students' articulation of goals/scale levels (meta cognition)

<b>Goal #2:</b>	All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).
<b>Barrier #7:</b>	Ongoing PD is needed to support instructional staff, teachers are learning instructional shifts as well as CCSS, additional time is needed for collaborative planning, teachers do not have experience developing/implementing scales, teachers are overwhelmed by new resources
<b>Strategy #4 to Overcome the Barrier</b>	PLC meetings focused on collaborative backwards planning, guiding questions (including Domain 1) as well as inquiry cycles

### Step #1 to Implement Strategy #4 - Budget Item - PD Opportunity

**Action:**

Plan PLC and Data Review meetings focused on collaborative backwards planning, guiding questions (including Domain 1: DQ 1, 4, and 5) as well as inquiry cycles

**Person or Persons Responsible:**

Administration, PLC Facilitators, Teachers

**Target Dates or Schedule:**

Weekly and ongoing

**Evidence of Completion:**

PLC Notes, lesson plans show evidence of researched based, standards based backwards planning and responding to learning (guiding questions)

**Facilitator:**

Assistant Principal

**Participants:**

Administration, PLC Facilitators, Teachers

---

**Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #7 to Goal #2**

---

**Action:**

Administration will meet with PLC Facilitators to provide professional development and plan for PLCs. Administration will participate in all PLC meetings to build common language and support problem solving/inquiry cycle.

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

Weekly and ongoing

**Evidence of Completion**

PLC Notes, lesson plans show evidence of standards based backwards planning and responding to learning, Presentation slides, facilitator meeting agendas, emails

---

**Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #7 to Goal #2**

---

**Action:**

PLC meeting agendas and minutes; lesson plans; and inquiry/problem solving notes

**Person or Persons Responsible:**

Administration and PLC Facilitators

**Target Dates or Schedule:**

Weekly/monthly

**Evidence of Completion:**

Agendas, minutes, lesson plans, and notes reflect standards based backwards planning (CCSS) as well as research based best practices, common assessment data reflects positive student learning outcomes (70% of higher scoring proficient for Tier I-Core)

<b>Goal #2:</b>	All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).
<b>Barrier #7:</b>	Ongoing PD is needed to support instructional staff, teachers are learning instructional shifts as well as CCSS, additional time is needed for collaborative planning, teachers do not have experience developing/implementing scales, teachers are overwhelmed by new resources
<b>Strategy #6 to Overcome the Barrier</b>	School wide professional development on high impact elements within Domain 1 of our professional growth system (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

### **Step #1 to Implement Strategy #6 - Budget Item - PD Opportunity**

**Action:**

School wide professional development on high impact elements within Domain 1 of our professional growth system (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

**Person or Persons Responsible:**

Administration, ICT and STEM coaches

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Sign-in sheets, walkthrough forms, informal observation/ feedback notes

**Facilitator:**

Administration, coaches

**Participants:**

Administration, ICT and STEM coaches

### **Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #7 to Goal #2**

**Action:**

School wide professional development on high impact elements within Domain 1 of our professional growth system (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

**Person or Persons Responsible:**

Administration and ICT/STEM Coaches

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Sign-in sheets, walkthrough forms, informal observation/ feedback notes

### Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #7 to Goal #2

**Action:**

Develop and provide professional development on the high impact elements of Domain 1 (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

**Person or Persons Responsible:**

Administration and coaches

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Presentations, Agendas, observations/walkthrough feedback, notes

<b>Goal #2:</b>	All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).
<b>Barrier #7:</b>	Ongoing PD is needed to support instructional staff, teachers are learning instructional shifts as well as CCSS, additional time is needed for collaborative planning, teachers do not have experience developing/implementing scales, teachers are overwhelmed by new resources
<b>Strategy #8 to Overcome the Barrier</b>	Frequent feedback to teachers through walkthroughs and informal observations with specific criteria

### Step #1 to Implement Strategy #8

**Action:**

Provide frequent, focused walkthroughs and informal observations with specific feedback (after leadership team develops tools/forms based on survey results and/or status checks)

**Person or Persons Responsible:**

Administration and Leadership Team

**Target Dates or Schedule:**

Monthly (minimum)

**Evidence of Completion:**

Emails, iObservation, walkthrough forms

### Plan to Monitor Fidelity of Implementation of Strategy #8 for Overcoming Barrier #7 to Goal #2

**Action:**

Schedule walk-throughs by grade level on the master calendar

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

September

**Evidence of Completion**

Master Schedule



### Plan to Monitor Effectiveness of Strategy #8 for Overcoming Barrier #7 to Goal #2

**Action:**

iObservation

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Informal observations reflect growth in DQ 1, 4 and 5; school and district common assessment data reflects positive student learning outcomes (improvement in Tier I-core)

<b>Goal #2:</b>	All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).
<b>Barrier #7:</b>	Ongoing PD is needed to support instructional staff, teachers are learning instructional shifts as well as CCSS, additional time is needed for collaborative planning, teachers do not have experience developing/implementing scales, teachers are overwhelmed by new resources
<b>Strategy #10 to Overcome the Barrier</b>	Celery test to focus our energy, resources, and time on SMART goals

### Step #1 to Implement Strategy #10 - PD Opportunity

**Action:**

Use of the Celery Test to focus our energy, resources, and time on SMART goals

**Person or Persons Responsible:**

Administration and Leadership

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Decisions support our "Why"

**Facilitator:**

Administration

**Participants:**

Administration and Leadership

### Plan to Monitor Fidelity of Implementation of Strategy #10 for Overcoming Barrier #7 to Goal #2

**Action:**

Use of the celery test to guide our planning for professional development and use of time and resources. Do our actions and decisions support our "why"?

**Person or Persons Responsible:**

Administration and Leadership Team

**Target Dates or Schedule:**

ongoing

**Evidence of Completion**

Leadership Team Meeting agendas and notes, PLC agendas and notes

**Plan to Monitor Effectiveness of Strategy #10 for Overcoming Barrier #7 to Goal #2**

**Action:**

Decisions and actions made to support the school wide focus areas and “why”

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Faculty meeting agendas, ongoing professional development opportunities, observation/walkthrough tools with feedback

**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**

Federal, state, and local funds, services, and programs will be coordinated and integrated to achieve our school mission: Helping students reach their highest potential. Our school's mission directly correlates to Pasco's Integrated System with a focus on fulfilling the promise of college, career, and life readiness for each and every student through professional learning communities, professional growth system and standards based instruction. This integrated framework supports our school's two school improvement goals:

- 1: All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).
- 2: Students will enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials/standards.

All decisions regarding professional development as well as the allocation of resources and funds will be based on their support of our school's mission and two goals for school improvement.

Our Headstart program and plan for the transition to kindergarten directly correlate to our second goal regarding prerequisite knowledge and skills. Highly effective PLCs and data reviews will be instrumental in the achievement of both of these goals. State and local funds as well as our Title I budget plan provide additional resources, support, and time for Step 0, our foundational work, as well as ongoing planning and professional development around standards based instruction and best practices. MTSS will support our school's progress towards our district and school mission with a focus on improving our core (Tier I) instruction and common assessment data. In addition, we will use these funds to provide research based programs and materials for early intervention for students in Tiers II and III, our lowest 25% of students and all subgroups. Parent involvement including increased knowledge of standards based instruction and MTSS are essential components of our Title I budget and school improvement plan.

**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 identify, plan for and respond to students' prerequisite knowledge and skill gaps.

**Barrier #10:** Students do not enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials.

**Strategy #1:** Use of pre-assessments to target differentiation/remediation

**Action Step #1:** Provide professional development and structures (PLC, data chats) to support the analysis of pre-assessment data, planning for learning, and responding to learning through differentiation and remediation.

**Facilitator leader**

Administration, coaches, psychologist

**Participants**

Administration, PLC Facilitators, MTSS Team, Classroom teachers

**Target dates or schedule**

ongoing

**Evidence of Completion and Person Responsible for Monitoring**

Lesson plans, PLC and Data Chat agendas and notes, presentation slides

(Person Responsible: Administration, PLC Facilitators, MTSS Team, Classroom teachers)

**Strategy #2:** Find systematic time in the school day for students to practice building fluency of basic math facts

**Action Step #1:** Develop center activities that provide meaningful fluency practice of basic math facts

**Facilitator leader**

Administration and STEM Coach

**Participants**

Classroom teachers

**Target dates or schedule**

Ongoing beginning in September

**Evidence of Completion and Person Responsible for Monitoring**

Lesson Plans

(Person Responsible: Classroom teachers)

**Strategy #3:** Find opportunities to integrate content area vocabulary (instruction and practice) throughout the day and with real world, concrete examples

**Action Step #1:** Lesson planning, PLC meetings to discuss the integration of science vocabulary throughout the day, teaching, practice opportunities, and assessment of vocabulary acquisition. Second grade students use of Imagine Learning to improve ELA skills.

**Facilitator leader**

STEM Coach

**Participants**

Classroom teachers

**Target dates or schedule**

monthly

**Evidence of Completion and Person Responsible for Monitoring**

Lesson Plans, PLC notes and agendas

(Person Responsible: Classroom teachers)

**Strategy #5:** Professional development regarding reading/writing conferencing

**Action Step #1:** Provide professional development to teachers regarding best practices in workshops and conferencing, coaching, Walkthroughs to inform and guide PD, Core Connections (Gr. 4)

**Facilitator leader**

Administration

**Participants**

Administration, ICT Coach, classroom teachers

**Target dates or schedule**

October. ongoing beginning in September

**Evidence of Completion and Person Responsible for Monitoring**

Presentation notes, agendas, observations notes, lessons plans, walkthrough forms and feedback, increase in students scoring 3.5 or higher on FCAT Writing.

(Person Responsible: Administration, ICT Coach, classroom teachers)

**Goal #2:** All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).

**Barrier #7:** Ongoing PD is needed to support instructional staff, teachers are learning instructional shifts as well as CCSS, additional time is needed for collaborative planning, teachers do not have experience developing/implementing scales, teachers are overwhelmed by new resources

**Strategy #4:** PLC meetings focused on collaborative backwards planning, guiding questions (including Domain 1) as well as inquiry cycles

**Action Step #1:** Plan PLC and Data Review meetings focused on collaborative backwards planning, guiding questions (including Domain 1: DQ 1, 4, and 5) as well as inquiry cycles

**Facilitator leader**

Assistant Principal

**Participants**

Administration, PLC Facilitators, Teachers

**Target dates or schedule**

Weekly and ongoing

**Evidence of Completion and Person Responsible for Monitoring**

PLC Notes, lesson plans show evidence of researched based, standards based backwards planning and responding to learning (guiding questions)

(Person Responsible: Administration, PLC Facilitators, Teachers)

**Strategy #6:** School wide professional development on high impact elements within Domain 1 of our professional growth system (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

**Action Step #1:** School wide professional development on high impact elements within Domain 1 of our professional growth system (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

**Facilitator leader**

Administration, coaches

**Participants**

Administration, ICT and STEM coaches

**Target dates or schedule**

Monthly

**Evidence of Completion and Person Responsible for Monitoring**

Sign-in sheets, walkthrough forms, informal observation/ feedback notes

(Person Responsible: Administration, ICT and STEM coaches)

**Strategy #10:** Celery test to focus our energy, resources, and time on SMART goals

**Action Step #1:** Use of the Celery Test to focus our energy, resources, and time on SMART goals

**Facilitator leader**

Administration

**Participants**

Administration and Leadership

**Target dates or schedule**

ongoing

**Evidence of Completion and Person Responsible for Monitoring**

Decisions support our "Why"

(Person Responsible: Administration and Leadership)

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

Goal	Description	Total
Goal #1	Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.	\$42,274
Goal #2	All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).	\$40,133
	Total	\$82,407

**Budget Summary by Resource Type and Funding Source**

Resource Type	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
Title I funds	\$9,796	\$30,337	\$1,400	\$41,533
Title I	\$0	\$0	\$40,874	\$40,874
Total	\$9,796	\$30,337	\$42,274	\$82,407

**Budget Detail**

**Goal #1:** Teachers will identify, plan for and respond to students' prerequisite knowledge and skill gaps.

**Barrier #10:** Students do not enter the grade level with the prerequisite knowledge and skills to be successful on grade level materials.

**Strategy #3:** Find opportunities to integrate content area vocabulary (instruction and practice) throughout the day and with real world, concrete examples

**Action Step #1:** Lesson planning, PLC meetings to discuss the integration of science vocabulary throughout the day, teaching, practice opportunities, and assessment of vocabulary acquisition. Second grade students use of Imagine Learning to improve ELA skills.

**Resource Type** Evidence-Based Program

**Resource** Imagine Learning

**Funding Source** Title I

**Amount Needed** \$40,874

**Strategy #5:** Professional development regarding reading/writing conferencing

**Action Step #1:** Provide professional development to teachers regarding best practices in workshops and conferencing, coaching, Walkthroughs to inform and guide PD, Core Connections (Gr. 4)

**Resource Type** Evidence-Based Program

**Resource** Core Connections writing professional development for Gr. 4 teachers

**Funding Source** Title I funds

**Amount Needed** \$1,400

**Goal #2:** All teachers will implement effective standards based instruction (Common Core State Standards for ELA and Mathematics in grades K-5) and research based best practices to improve Tier I (MTSS).

**Barrier #7:** Ongoing PD is needed to support instructional staff, teachers are learning instructional shifts as well as CCSS, additional time is needed for collaborative planning, teachers do not have experience developing/implementing scales, teachers are overwhelmed by new resources

**Strategy #4:** PLC meetings focused on collaborative backwards planning, guiding questions (including Domain 1) as well as inquiry cycles

**Action Step #1:** Plan PLC and Data Review meetings focused on collaborative backwards planning, guiding questions (including Domain 1: DQ 1, 4, and 5) as well as inquiry cycles

**Resource Type** Professional Development

**Resource** Additional time for SIP Planning, Assessment calendar, Team Planning, Data Reviews, MTSS and PLCs during pre-planning week

**Funding Source** Title I funds

**Amount Needed** \$9,796

**Strategy #6:** School wide professional development on high impact elements within Domain 1 of our professional growth system (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

**Action Step #1:** School wide professional development on high impact elements within Domain 1 of our professional growth system (specifically Design Questions 1: Communicating Learning Goals and Feedback, 4: Helping Students Generate and Test Hypotheses, and 5: Engaging Students)

**Resource Type** Evidence-Based Materials

**Resource** iPads and Extended School Day

**Funding Source** Title I funds

**Amount Needed** \$30,337