Santa Rosa County

District Schools

School Improvement Plan
2014-2015

Pea Ridge Elementary
School

Dana King Fleming
Principal

Tiffany Langham
School Advisory Chair

Date of School Board Approval_____

Santa Rosa School Improvement Plan- 2014-2015

Part I- Current School Status

Accreditation Standard 1- Purpose and Direction

Accreditation Standard 2- Governance and Leadership

1. **Describe the involvement of the School Advisory Council in the development of this plan.**

   The School Advisory Council reviews and approves the School Improvement Plan. One of our community partners is a retired Elementary Principal from Washington County. She assists with reviewing our plan and sharing input.

2. **Describe the activities of the School Advisory Council anticipated for the 2014-2015 school year including the monitoring of this School Improvement Plan.**

   The School Advisory Council approves our school based budget, votes on the formula for A+ expenditure, reviews all Title I expenditure, approves the expenditure of 804 funds, review and make suggestions for change to our Parent School Compact, review and make suggestions for change for our Parent Involvement Plan, discuss ways to maintain school safety, members ask questions regarding any aspect of our school, and provide ongoing monitoring of our School Improvement Plan. One of our stakeholders attends District Parent Advisory Council, and he shares information learned from the PAC with SAC members. Teachers share strategies and successes in the classroom. Administration shares updates such as Common Core, Test Scores, MTSS, SPAR, and deliberate practices.

3. **Multi-Tiered System of Supports (MTSS)**

   Accreditation Standard 3- Teaching and Assessing for Learning

   Accreditation Standard 4- Resources and Support System

School-Based MTSS Team
A.   Identify the school-based MTSS leadership team members.   Mrs. Fleming (Principal), Mrs. Dwiggins (AP), Cindy Lynch (ESE), Michelle Barlow (Media Specialist), Michele Brown (AIS), Mary Grace White (Intervention Specialist), Wanda Beal (Guidance), Verna Smith (Literacy Coach), Carla Kirkpatrick (Psychologist)
B.   Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).   Our Leadership meets bi-weekly with all the team members listed in section A. Each teacher sends input and data to the meetings through their prospective representative. The team evaluates all data and interventions implemented to date. If intervention strategies have been unsuccessful then other approaches are put into action based on the team's expertise. Tracking devices, websites for resources, best practices are shared with other schools via email and face to face meetings.
C.   Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the problem-solving process was used in developing and implementing the SIP.   All MTSS Leaders meet during the first few weeks of school, (or during the summer), to evaluate the SIP. Data is reviewed which then leads the team to developing the best teaching techniques to encourage growth in all student's needs. Data is reviewed to show areas of difficulty, those bubble students, and weaknesses in teaching strategies. After review of strengths and weaknesses of core content, software, and implementation; the team formulates best practices to increase both student outcomes and teaching methods. These approaches are then incorporated into classroom small group rotations, Read 180 program, ESE push-in or pull-out, and include student tracking and a road map for all to follow.
MTSS Implementation

D. Provide the data source(s) used at each tier for reading, mathematics, science, writing, and behavior.

- Tier I Academics-

Reading- DEA Reading, SM5 Reading, STAR Reading, STAR Early Literacy, Basal Assessments, Formative classroom assessments, Rigby reading levels, Literacy Coach strategies

Math-DEA Math, STAR Math, SM5 Math, Basal Assessments, Formative classroom assessments

Science-DEA Science, Harcourt Assessments, Formative classroom assessments

Writing- Formative classroom assessments, Quarterly school wide prompts/rubrics

Attendance-SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records, New District Wide Attendance and Truancy Policy

- Tier I- Behavior-

Behavior-SMART discipline tracking tool, Classroom behavior plans, PBS, Weekly Calendars and Behavior Charts, Classroom Rules and Procedures Rubrics

- Tier II Academics-

Reading- DEA Reading, SM5 Reading, STAR Reading, STAR Early Literacy, Basal Assessments, Formative and Summative classroom assessments, Rigby reading levels, READ 180, After school tutoring assessments, My Reading Coach, Tyner Intervention, AIS for consults and Interventions, Intervention Specialist, Literacy Coach for modeling strategies

Math-DEA Math, STAR Math, SM5 Math, Basal Assessments, Formative and Summative classroom assessments, after school tutoring assessments**,** Intervention Specialist

Science-DEA Science, Basal Assessments, Formative and Summative classroom assessments

Writing- Formative and Summative classroom assessments, quarterly school wide prompts with assistance in small groups/rubrics

Attendance-SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records, new school based attendance truancy tracking form

- Tier II- Behavior-

Behavior-SMART discipline tracking tool, Classroom behavior plans, Individual Behavior Plans to include behavioral assessment on individual students, PBS, Guidance intervention, Overlay Counselor (CDAC), Military Counselor

- Tier III Academics-

Reading- DEA Reading, SM5 Reading Custom Courses, STAR Reading, STAR Early Literacy, Basal Assessments, Formative and summative classroom assessments, Rigby reading levels**, READ** 180, After school tutoring assessments, My Reading Coach, Tyner Intervention, AIS for consults and Interventions, Intervention Specialist, Literacy Coach for modeling strategies

Math-DEA Math, STAR Math, SM5 Math Custom Courses, Basal Assessments, Formative and summative classroom assessments, Intervention Specialist

Science-DEA Science, Basal Assessments, Formative and Summative classroom assessments

Writing- Formative and Summative classroom assessments, small group instruction on basics geared at student needs

Attendance-SMART Student At-Risk Report, ZAT 10 attendance reports, Teacher attendance records

- Tier III- Behavior-

Behavior-SMART discipline tracking tool, Classroom behavior plans, Individual Behavior Plans, Check in/Check out PBS Tier III intervention, PBS, Guidance intervention, Overlay Counselor (CDAC), Military Counselor

E. Describe the plan to train staff on MTSS during the 2014-2015 school year.

Professional Development will be given in faculty meetings through our guidance department, through the district office of Continuous Improvement (Mr. Johnson), district experts of best practices, and our school based PLC's, and continuation of Common Core integrations with all content.

4. Effective and Highly Effective Teachers

Describe the strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible
Each school principal will work with the county recruitment/retention specialist to ensure highly qualified candidates are interviewed and hired. This includes highly qualified minority applicants and those in critical shortage areas.	Administration

5. Non-Highly Effective Instructors

Provide the number of instructional staff teaching out-of-field **and** received a _less than_ an effective rating.

Number of instructional staff and paraprofessionals teaching out-of-field **and** who received _less than_ an effective rating.	Strategies to support the staff in becoming highly effective
N/A	**N/A**

6. <u>Title I Schools</u>

A. As applicable, describe how federal, state, and local services and programs will be coordinated and integrated in the school.

Title I, Part A funds support supplemental activities to improve the academic achievement of the disadvantaged. Activities include the following primary activities: 1) The Early Intervention Program: a district initiative to support intervention (Grades K-3) in reading, 2) an Initiative for continued School Safety, 3) provision of added extensions and modeling of best practices, 4) Parent Involvement with added family night events, 6) Professional Development, and 7) school-based initiatives based on student needs. Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Parent Involvement Plan as well as Parent Involvement Activities scheduled throughout the school year. Some of these activities include: Families Building Better Readers, Science Night, FCAT Night, Literacy Night, Literacy Coach Parent activity events, Pi Night, Book Fairs, After School Club implementation, Semi-Annual Grade Level CCFS activities (day & night events). Our Title I program also provides an opportunity for our students to participate in additional assessments to help us prepare for standardized assessments. Some of these additional assessments are: Discovery Education Assessment, Success Maker Enterprise, Renaissance, and School Based Professional Learning Communities.
Santa Rosa County School District collaborates with the Panhandle Area Education Consortium (PAEC) to provide support services for students eligible for migrant services. The Migrant Liaison, stationed in Escambia County, provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met.
Title I, Part D The District receives funds to support the Santa Rosa Youth Academy. Services are coordinated with District Drop-out Prevention Programs. Services focus on core academic skills, transition, technology support, and careers.
Title II Teacher and principal Training and Recruiting Funds ensure activities aligned with state academic content standards, student academic achievement standards, and state assessments. The District receives funding to support the following activities: 1) provide staff development sessions in math, reading, writing, and science, 2) participate in state and national conferences, 3) support two curriculum coordinators in reading/writing and math/science, 4) provide literacy coaches at high needs schools, 5) train coaches, 6) training district data coaches and administrators, 7) conduct new teacher orientation activities, 8) support mentor teachers, 9) improve minority recruitment, and 10) support professional development for school-based administrators in the area of the Florida Principal Leadership Standards.
Services are provided through the District for education materials and ESOL itinerant teachers to improve the education of immigrant and English Language Learners.
Title X- Homeless

The District receives McKinney Vento funds to immediately enroll, maintain enrollment, and promote academic achievement of children and youth identified as eligible for homeless education. The Communities of Learning/Homeless Education Program collaborates with approximately 75 local agencies and services to eliminate barriers to a free and appropriate education for homeless students.

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title funds to provide summer school academic support and transportation for low-achieving students in grades K-5. SAI is also used to fund our Summer Reading Camp for Level 1 and 2 3rd grade students. Intensive remedial reading instruction is provided along with another opportunity to take the alternate Stanford 10 for Level 1 students as an opportunity for an exemption from mandatory retention.

Violence Prevention Programs

The Second Step Violence Prevention Program is provided by the district for all elementary schools. The district also provides designated grade level presentations for abuse recognition and prevention. All teachers receive yearly update training on recognizing and reporting of abuse. The district provides training and support for schools on the topic of Bullying for both victims and perpetrators.

Nutrition Programs

The school works collaboratively with Sodexho to provide nutritional meals for students and nutritional snacks. Sodexho provides nutritional classes for grade levels.

Housing Programs

The District provides housing referral services through the Communities of Learning/Homeless Education Program.

Head Start

Students participate in Head Start at TR Jackson School. Pea Ridge Elementary offers a summer Voluntary Pre-K sessions.

Adult Education

The District provides Adult Education services through the Adult School. The Adult School is designed to meet the educational goals of adults and youth who have exited the formal school setting. It is the responsibility of the Adult School to provide an educational atmosphere designed to encourage personal and intellectual growth towards post-secondary education and/or employment.

Career and Technical Education

Workforce Education programs in Santa Rosa County School District are provided in secondary and postsecondary schools. These programs are career-oriented with rigorous academic coursework utilizing industry standards. The school provides career education through career day and special guest speakers throughout the school year.

Job Training

Job training in Santa Rosa County School District is designed to meet the needs of students, business and industry. Through numerous secondary and postsecondary training programs, instruction is provided which leads to a highly skilled labor force. Title I schools frequently refer parents and guardians to services at Locklin Technical Center.

ALL SCHOOLS

B. Pre-School Transition

As applicable, describe plans for assisting preschool children in transition from early childhood programs to local elementary schools.

TR Jackson contacts our Kindergarten teachers every year to have a Transition Day for P-K students to visit our school and Kindergarten classrooms.

Part II-Expected Outcomes

Accreditation Standard 4- Resources and Support System

Area 1- Schoolwide Barriers to Proficiency/ Graduation

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1.	A.		
	B.		

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
2.	A.		

	B.		

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
3.	A.		
	B.		

Area 2: English/Language Arts *–Required for schools with any of the grades 3-11*

2A. Goal Area:		1B. Goal Area:	
Percentage of students scoring at or above level 3.	End of Year Goal- 80%	Percentage of students scoring at or above level 4.	End of Year Goal- 50%
ELA-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Integration of Common Core Standards and planning of content integration 2. Attendance, Tardy, Early Check out issues 3. Lack of parental involvement 4. Increase of Economically	1. Tyner Intervention for 5th grade 2. Tyner training of Integrated Reading Block for new teachers to PRE and to a grade level 3. Decrease Fund Raisers	1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Push-in Teachers	1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments

Disadvantaged students 5. New teachers 6. Common Core Extensions 7. Writing throughout all Content grades K-5 8. Teacher willingness to do something different to increase expectations	4. Increase Business Partner Participation 5. Common Core Extensions trainings 6. Data meetings all grades 7. Cont'd District Policy on Tardy and Early Check Out students 8. Before school computer lab open to increase school hours 9. After school tutoring/ clubs scheduled 10. Mentoring of new teachers 11. Training for Common Core Extensions 12. FCAT/Family Literacy/Pi Nights 13. Semi-Annual parent night CCFS events 14. School based PLC's 15. Increasing STEM Activities 16. Added Parapro to assist with attendance data and letters to parents 17. Implementation of Parent Honor Roll 18. Addition of Literacy Coach	8. Literacy Coach	5. Integrated writing projects

FAA Reading- *Required for schools with students who took the 13-14 FAA*

2B. Goal Area: Percentage of students scoring level 4, 5 or 6.	Goal: 2013-2014 Performance- _____ 2014-2015 Goal- _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
2C. Goal Area: Percentage of students scoring at or above level 7	Goal: 2013-2014 Performance- _____ 2014-2015 Goal- _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Proposed English/Language Arts Professional Development for 2014-2015

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Integrated Reading Block, Tyner Intervention, Best Practices modeling	Dr. Beverly Tyner AIS Literacy Coach	All teachers & Paraprofessionals	July 2014/August 2014 September 2014 October 2014 January 2015 Monthly throughout the year	Modeling Tyner Rotations, Common Core Integration	Michele Brown, AIS Mary White, Intervention Specialist Michelle Barlow, Media Specialist Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Wanda Beal, Guidance
Common Core Engagement Extensions	Beth Lees	All teachers & Paraprofessionals	TBD	Professional Learning Community Monthly Meetings Display of CCFS for night parent events each nine weeks	Michele Brown, AIS Michelle Barlow, Media Specialist Dana Fleming, Principal Brenda Dwiggins, Assistant Principal

Professional Learning Community	Media Specialist/PLC/ Literacy Committee	All teachers & Paraprofessionals	Monthly throughout the year	Monthly round tables for open forum discussions of progress, improvements, and development needs	Michele Brown, AIS Mary White, Intervention Specialist Michelle Barlow, Media Specialist Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Wanda Beal, Guidance PLC
Writing Across Content	Media Specialist/PLC/ Literacy Coach	All teachers & Paraprofessionals	Monthly throughout the year	Monthly displays throughout the year in which classes choose top writer and then the PLC chooses based on school wide rubric	Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Michele Brown, AIS Verna Smith, Literacy Coach PLC
Ruby Payne Training	Wanda Beal	All teachers & Paraprofessionals	TBD	Quarterly activities	Michele Brown, AIS Mary White, Intervention Specialist Michelle Barlow, Media Specialist Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Wanda Beal, Guidance

Area 3: Mathematics- *Required for schools with any of the grades 3-8*

3A. Goal Area:		1B. Goal Area:	
Percentage of students scoring at or above level 3.	**End of Year Goal- 75%**	Percentage of students scoring at or above level 4.	**End of Year Goal- 25%**
Mathematics-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Understanding Common Core Standards 2. Attendance, Tardy, Early Check out issues 3. Lack of parental content knowledge 4. Increase of Economically Disadvantaged students 5. New teachers 6. Common Core Extensions 7. Writing throughout all Content K-5 8. Teacher willingness to do something different to increase expectations	1. Common Core Integration Strategies 2. Decrease Fund Raisers 3. Increase Business Partner Participation 4. Data meetings for all grade levels for progress monitoring 5. Cont'd District Policy on Tardy and Early Check Out students 6. Before school computer lab open to increase school hours 7. Teacher videos on key concepts uploaded to website 8. After school tutoring 9. Mentoring of new teachers 10. Training for Common Core Extensions 11. FCAT Explorer 12. FCAT/Family Literacy/Pi Nights	1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Push-in Teachers 8. PLC 9. Literacy Coach	1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments 5. Integrated writing projects

	13. Semi-Annual parent night CCFS events 14. Increasing STEM Activities 15. Implementation of Parent Honor Roll 16. Math Homework Club 17. Math Competition 18. School based PLC's		

FAA Mathematics- *Required for schools with students who took the 13-14 FAA*

3B. Goal Area: Percentage of students scoring level 4, 5 or 6.	**Goal:** 2013-2014 Performance- _____ **2014-2015 Goal-** _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
3C. Goal Area: Percentage of students scoring at or above level 7	**Goal:** 2013-2014 Performance- _____ **2014-2015 Goal-** _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Algebra I EOC- *Required for schools with students taking the Algebra I EOC*

3D. Goal Area: Percentage of students scoring at or above level 3.	**End of Year Goal-** _____	**1B. Goal Area:** Percentage of students scoring at or above level 4.	**End of Year Goal-** _____
Algebra I-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Algebra II EOC- *Required for schools with students taking the Algebra II EOC*

3E. Goal Area: Percentage of students scoring at or above level 3. End of Year Goal- _____		1B. Goal Area: Percentage of students scoring at or above level 4. End of Year Goal- _____	
Algebra I-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Geometry EOC- *Required for schools with students taking the Geometry EOC*

3F. Goal Area: Percentage of students scoring at or above level 3. End of Year Goal- _____		1B. Goal Area: Percentage of students scoring at or above level 4. End of Year Goal- _____	
Geometry-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Proposed Mathematics Professional Development for 2014-2015

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Reading, Common Core Engagement Strategies	Michele Brown and Verna Smith	All Teachers and Paraprofessionals	Bi-Monthly throughout the year	Rotations, Common Core Integration, best practices	Michele Brown, AIS Mary White, Intervention Specialist Michelle Barlow, Media Specialist

					Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Wanda Beal, Guidance
Modeling professional development Pillars	PLC	All Teachers and Paraprofessionals	Bi-Monthly throughout the year	Rotations, Common Core Integration, best practices	Michele Brown, AIS Mary White, Intervention Specialist Michelle Barlow, Media Specialist Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Wanda Beal, Guidance
Common Core Math Integration/Rotations /Extensions	Mary Grace White/PLC	All Teachers and Paraprofessionals	Bi-Monthly throughout the year	Rotations, Common Core Integration, best practices/Extension activities	Mary White, Intervention Specialist Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Wanda Beal, Guidance
Writing Integration across the content	Writing PLC	All Teachers and Paraprofessionals	Bi-Monthly throughout the year	Rubrics, Author of the Quarter	Michele Brown, AIS Mary White, Intervention Specialist Michelle Barlow, Media Specialist

					Verna Smith, Literacy Coach
					Dana Fleming, Principal
					Brenda Dwiggins, Assistant Principal
					Wanda Beal, Guidance

Area 4: Science- Grades 5 and 8

4A. Goal Area: Percentage of students scoring at or above level 3.	**End of Year Goal- 55%**	**1B. Goal Area:** Percentage of students scoring at or above level 4.	**End of Year Goal- 25%**

Science-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Integration of Common Core Standards 2. Attendance, Tardy, Early Check out issues 3. Lack of parental involvement 4. Increase of Economically Disadvantaged students 5. New teachers 6. Common Core Integration strategies 7. Teacher willingness to do something different to increase expectations 8. Integrating writing into content area K-5	1. New District Policy on Tardy and Early Check Out students 2. Before school computer lab open to increase school hours 3. Decrease Fund Raisers 4. Increase Business Partner Participation 5. Mentoring of new teachers 6. Training for Common Core Extensions 7. Monthly "I Love Science" lessons 8. FCAT Explorer 9. Semi-annual parent	1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Push-in Teachers 8. PLC 9. Literacy Coach	1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. DEA 5. Classroom data from performance in academic programs and software assessments 6. Integrated writing projects

	night events
	10. Quarterly prompts which
	   integrate science with
	   other content areas
	12. Increasing STEM Activities
	13. Implementation of Parent Honor Roll
	14. School based PLC's		

FAA Science- *Required for schools with students who took the 13-14 FAA*

4B. Goal Area: Percentage of students scoring level 4, 5 or 6.	Goal: 2013-2014 Performance- _____ 2014-2015 Goal- _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
4C. Goal Area: Percentage of students scoring at or above level 7	Goal: 2013-2014 Performance- _____ 2014-2015 Goal- _____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Biology I EOC- *Required for schools with students taking the Biology EOC*

4D. Goal Area: Percentage of students scoring at or above level 3.	Beginning of Year Performance- _____ End of Year Goal- _____	1B. Goal Area: Percentage of students scoring at or above level 4.	Beginning of Year Performance- _____ End of Year Goal- _____
Biology-Specific Section			

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Proposed Science Professional Development for 2014-2015

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Writing and integration of Science content in Math, Reading	Beth Lees and Writing School based PLC/Literacy Coach	All Teachers and Paraprofessionals	Bi-Monthly throughout the year	Rubrics, Author of the Quarter	Michele Brown, AIS Mary White, Intervention Specialist Michelle Barlow, Media Specialist Verna Smith, Literacy Coach Dana Fleming, Principal Brenda Dwiggins, Assistant Principal Wanda Beal, Guidance PLC

Area 5: Florida US History EOC- *Required for schools with students taking the Florida US History EOC*

5A. Goal Area: Percentage of students scoring at or above level 3.	End of Year Goal- _____	1B. Goal Area: Percentage of students scoring at or above level 4.	End of Year Goal- _____
Science-Specific Section			

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Area 6: At-Risk Section

6A. Students at Risk- *Required for elementary and middle schools*

Goal Area: Students at Risk	Number of students with 3 or more At-Risk Indicators as of August 18, 2014 **12**	Number of students with 3 or more At-Risk Indicators as of May 29, 2015 **9**	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
2. Integration of Common Core strategies 4. Attendance, Tardy, Early Check out issues 5. Lack of parental involvement 6. Increase of Economically Disadvantaged students 7. New teachers 8. Common Core Extensions 9. Decrease of school base funding 10. Teacher willingness to do something different to increase expectations 11. Integrating writing into content area	1. Common Core Integration Strategies 3. Decrease Fund Raisers 4. Increase Business Partner Participation 5. Data meetings for all grade levels for progress monitoring 6. Cont'd District Policy on Tardy and Early Check Out students 7. Before school computer lab open to increase school hours 8. After school tutoring/clubs scheduled 9. Mentoring of new teachers 10. Training for Common Core Extensions 11. FCAT/Sci/Family Literacy/Pi Nights 12. PTA meetings at night 13. Data meetings for all grade levels for progress monitoring 12. Semi-Annual CCFS night parent Events	1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Push-in Teachers 8. PLC 9. Literacy Coach	1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments

	13. Increasing STEM Activities 14. Implementation of Parent Honor Roll 15. School based PLC's		

6B. At-Risk Graduates- *Required for high schools*

Goal Area: At Risk Graduates	Number of 14-15 cohort's At Risk Graduates actively enrolled August 18, 2014-____	Number of 14-15 cohort's At Risk Graduates identified 8/18/14 still actively enrolled May 29, 2015-____	
	Number of 15-16 cohort's At Risk Graduates actively enrolled August 18, 2014-____	Number of 15-16 cohort's At Risk Graduates identified 8/18/14 still actively enrolled May 29, 2015-____	
	Number of 16-17 cohort's At Risk Graduates actively enrolled August 18, 2014-____	Number of 16-17 cohort's At Risk Graduates identified 8/18/14 still actively enrolled May 29, 2015-____	
	Number of 17-18 cohort's At Risk Graduates actively enrolled August 18, 2014-____	Number of 17-18 cohort's At Risk Graduates identified 8/18/14 still actively enrolled May 29, 2015-____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

6C- Dropout Prevention- *Required for high schools*

2013-2014 Dropout Rate- _____	2014-2015 Dropout Goal- ____		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

2013-2014 Graduation Rate-____	2014-2015 Graduation Rate Goal- ___		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

6D- Attendance - *Required for all schools*

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2014 Attendance Rate **95.25%**	2015 Attendance Rate **Goal 96%**
2014 Number of Students with Excessive Absences (10 or more) **246**	2015 **Goal** –Number of Students with Excessive Absences (10 or more) **225**
2014 Number of Students with Excessive Tardies (10 or more) **106**	2015 **Goal** - Number of Students with Excessive Tardies (10 or more) **90**

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Attendance, Tardy, Early Check out issues 2. Lack of parental involvement and background knowledge 3. Increase of Economically Disadvantaged students	1. Cont'd District Policy on Tardy and Early Check Out students 2. Mentoring of new teachers 3. Training for Common Core Integration and content knowledge assistance for families 4. Parent Trainings throughout the year on the new rigorous academics 5. Addition of Parapro to assist with monitoring of truancy and late check-ins 6. SMART enhancements	1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. Intervention Specialists 7. ESE Push-in Teachers 8. PLC	1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments 5. Parapro to assist with Documentation 6. SMART program enhancements

6E- Suspension - *Required for all schools*

2014 Total Number of In –School Suspensions- **2**	2015 **Goal** - Total Number of In-School Suspensions- **2**
2014 Total Number of Students Suspended In-School **2**	2015 **Goal** - Total Number of Students Suspended In –School **2**
2014 Total Number of Out-of-School Suspensions **15**	2015 **Goal** - Total Number of Out-of-School Suspensions **10**
2014 Total Number of Students Suspended Out- of- School **2**	2015 **Goal** - Total Number of Students Suspended Out- of-School **2**

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Attendance, Tardy, Early Check out issues 2. Lack of parental involvement 3. Increase of Economically Disadvantaged students	1. Continued support of PBS 2. Mentoring of new teachers 3. Training to teachers on behavior modifications 4. De-escalation strategies	1. MTSS team 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor/	1. MTSS team meetings 2. DATA team meetings 3. Grade level meetings

		Parapro	

6F- Parent Involvement - *Required for all schools*

2013-2014 Performance- **7832**
2014-2015 Goal-   8000

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Attendance, Tardy, Early Check out issues 2. Lack of parental involvement and knowledge of content assistance 3. Increase of Economically Disadvantaged students	1. Cont'd District Attendance and Truancy policy 2a. Offer multiple participation meeting times for SAC and PTA 2b. Parent Training LAFS/MAFS through quarterly night events 2c. Open Communication with teachers and administration 2d. Parent Resource Library 2e. Blackboard Connect calls 3. After School Clubs 4. Parent Honor roll implementation	1. SAC 2. PTA 2. DATA team 3. Classroom teachers 4. Administration 5. Guidance Counselor 6. PLC 7. Literacy Coach	1. SAC/PTA meeting Agendas/ Minutes 2. MTSS team meetings 2. DATA team meetings 3. Grade level meetings 4. Classroom data from performance in academic programs and software assessments

Proposed At-Risk Professional Development for 2014-2015

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
1. New District Attendance and Truancy policy	1. Administration 2a. PTA board Members	1-3. All Parents/Staff	1-3. Ongoing throughout the year	1. SRCSD Policy/ PRE Newsletter/	1. Administration 2a. PTA board Members

2a. Offer multiple participation meeting times for SAC and PTA 2b. Parent Training CCFS through quarterly night events 2c. Open Communication with teachers and administration 2d. Parent Resource Library 2e. Blackboard Connect calls 3. After School Clubs	2b.Administration/ Teachers 2c.School Employees 2d. Media Specialist 2e. Mrs. Weber 3.Administration/ Teachers			Open House/ Orientation 2a. Blackboard Connect/ Alternate times for PTA and SAC meetings 2b. Volunteer Training/Title I Parent Meeting/SAC 2c.Maintain an Open door policy at all times 2d. Monitor resources 2e. Review for non-working numbers 3. Review scores of participants	2b.Administration/ Teachers 2c.School Employees 2d. Media Specialist/Literacy Coach 2e. Mrs. Weber 3.Administration/ Teachers

Area 7: Science, Technology, Engineering, and Mathematics (STEM) - *Required for high schools*

1A. Goal Area: STEM *Enter goal narrative*			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Proposed STEM Professional Development for 2014-2015

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible

Area 8: Career and Technical Education (CTE) - *Required for high schools*

1A. <u>Goal Area:</u> CTE *Enter goal narrative*	
Anticipated Barrier(s)	**Strategies to Overcome Barrier**	**Person Monitoring Strategy**	**Method of Monitoring Strategy**

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Proposed CTE Professional Development for 2014-2015

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible