

183 District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision	Narrative	Standard 1-1.1, 1.2: Purpose
	McMullen-Booth Elementary – 100% Student Success!		
Mission	Mission	Narrative	Standard 1-1.2: Purpose
	The mission of McMullen-Booth Elementary is to provide an educational experience that ensures optimal learning and middle school readiness for all students.		
Values	Values	Narrative	Standard 1-1.3: Purpose
	The values at McMullen-Booth Elementary are the 7 C's: Commitment...to our students, families and each other! Character...we live it and exemplify it every day, with everyone, no matter what! Collaboration...with each other and all stakeholders for the benefit of our students! Curriculum...is our standards, taught through instructional best practices! Celebration...of the big and small successes for every child! Community...working together, we can do anything! Courage...to do whatever it takes!		
	Part I: Current School Status		
	A. School Information		
	<i>School-Level Information</i> Name of School: McMullen Booth Elementary Name of School Principal: Sherry Aemisegger, Principal School Advisory Council chair's name: Margaret (Maggie) Jordan		
	<i>District-Level Information</i> District: Pinellas County Superintendent's Name: Michael A. Grego Ed.D. Date of school board approval of SIP: September 24, 2013		

	B. School Advisory Council (SAC)		
3	<p><i>Describe the involvement of the SAC in the development of this school improvement plan.</i></p> <p>The SAC supports the writing of the School Improvement Plan for McMullen-Booth by discussing our data and current challenges, offering suggestions for the SIP teams to consider and then reviewing, approving and monitoring the plan once it is written.</p>	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	<p><i>Describe the activities of the SAC for the upcoming school year.</i></p> <p>The School Advisory Council will focus on School Improvement; supporting school staff and students as they work to achieve academic success across all subject areas in a character filled and supported environment. Activities will include monthly meetings, reviewing the purposes and function of SAC, supporting the involvement of parents and community in the School Improvement process, reviewing data and discussing strengths and challenges while monitoring the School Improvement Plan and budget, and supporting the administrators, staff and the community in addressing the work that will attain success for all students.</p>	Narrative	
4	<p><i>Describe the projected use of school improvement funds and include the amount allocated to each project.</i></p> <p>The School Advisory Council will focus on School Improvement; supporting school staff and students as they work to achieve academic success across all subject areas in a character filled and supported environment. Activities will include monthly meetings, reviewing the purposes and function of SAC, supporting the involvement of parents and community in the School Improvement process, reviewing data and discussing strengths and challenges while monitoring the School Improvement Plan and budget, and supporting the administrators, staff and the community in addressing the work that will attain success for all students.</p>	Narrative	
3	<p><i>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:</i></p> <p>✓ Yes, we are in compliance.</p>	Narrative	
	<p><i>If no, describe the measures being taken to comply with SAC requirements.</i> N/A</p>	Narrative	
	C. Highly Qualified Staff		
	I. Administrators		
3	<p><i>Name: Sherry Aemisegger, Principal</i></p>	Narrative	Executive Summary: Section 1

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

3	<p>a) Credentials:</p> <p>Degrees: Masters of Educational Leadership Bachelor of Science</p> <p>Certifications: Principal (K – 12) Educational Leadership (K – 12) Elementary Education (K- 6) Specific Learning Disabilities (K – 12) Emotionally Handicapped (K – 12)</p>	Narrative	Executive Summary: Section 1
3	b) Number of years as an administrator: 15 years	Narrative	Executive Summary: Section 1
3	c) Number of years at the current school: 16 years	Narrative	Executive Summary: Section 1
1,2,3	<p>d) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs).</p> <p>School Grades: A - 1998 - 2009; B - 2010 & 2011; A – 2012, B – 2013</p> <p>FCAT 2013: Reading - 58%, Math 50%, Wrt.58%, Sci. 49%, Learning Gains for All Students - Reading 66%, Math - 53%, Learning Gains for Lowest 25% - Reading 64%, Math 56% Although 50% or more of our students are meeting or exceeding grade level expectations and making learning gains in most tested curriculum areas, scores have been flat or shown a decline in most recent years. Science has shown a gain of 3% points in the most recent school year, moving from 46 to 49%. AMO Goals: Reading – 75%, Math – 69%</p>	DecisonEd/DW	
	<i>Name: Jacqueline Poole, Assistant Principal</i>	Narrative	Executive Summary:

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

			Section 1
	<p>a) Credentials:</p> <p>Degrees: Master of Science in Educational Leadership Bachelor of Science in Elementary Education and Early Childhood Education</p> <p>Certifications: Educational Leadership (K-12) Elementary Education (PreK-6)</p>	Narrative	Executive Summary: Section 1
	b) Number of years as an administrator: 4 years	Narrative	Executive Summary: Section 1
	c) Number of years at the current school; 16 years	Narrative	Executive Summary: Section 1
	<p>d) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs).</p> <p>School Grades: A - 1998 - 2009; B - 2010 & 2011; A – 2012, B – 2013</p> <p>FCAT 2013: Reading - 58%, Math 50%, Wrt.58%, Sci. 49%, Learning Gains for All Students - Reading 66%, Math - 53%, Learning Gains for Lowest 25% - Reading 64%, Math 56% Although 50% or more of our students are meeting or exceeding grade level expectations and making learning gains in most tested curriculum areas, scores have been flat or shown a decline in most recent years. Science has shown a gain of 3% points in the most recent school year, moving from 46 to 49%. AMO Goals: Reading – 75%, Math – 69%</p>	DecisionEd/DW	
	2. Instructional Coach		

	Name – Shelley Pompei Holder		
	<p>a) Credentials (degrees and certifications)</p> <p><u>Degrees/Certifications</u></p> <p>Reading Endorsement ESOL Endorsement B.S Degree Elementary Education 1-6 Masters Curriculum and Instruction through Interdisciplinary Studies</p>	Narrative	Executive Summary: Section 1
	b) Number of years as an instructional coach – 1 year	Narrative	Executive Summary: Section 1
	e) Number of years at the current school - 0	Narrative	Executive Summary: Section 1
1,2	<p>b) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs).</p> <p><u>2012-2013 Performance FCAT</u></p> <p>Perkins- A</p> <p>Reading: 81% meeting standards Reading Gains:78% Lowest 25 % making gains: 68% Writing: 75% meeting standards</p> <hr/> <p>Curlew Creek-A</p> <p>Reading: 74% meeting standards Reading Gains:66% Lowest 25 % making gains: 70% Writing: 52% meeting standards</p>	DecisionEd/DW	

	<hr/> <p>Safety Harbor-B Reading: 67% meeting standards Reading Gains: 68% Lowest 25 % making gains: 65% Writing: 62% meeting standards</p> <hr/> <p>Oldsmar-C Reading: 59% meeting standards Reading Gains:61% Lowest 25 % making gains: 65% Writing: 55% meeting standards</p> <hr/> <p>Walsingham-C Reading: 51% meeting standards Reading Gains: 63% Lowest 25 % making gains: 61% Writing: 60% meeting standards</p>		
	e) Full-time or Part-time Part Time	Narrative	Executive Summary: Section 1
	f) School-based or District-based District-based	Narrative	Executive Summary: Section 1
	3. Instructional Staff		Executive Summary: Section 1
	63 Instructional Employees	DecisionEd/DW	Executive Summary: Section 1

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

3	a) % receiving effective rating or higher: 96.45% of McMullen-Booth teachers were rated effective or higher after 2011-12 recalculation	Narrative	
3	b) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, and Uniform State Standard of Evaluation (HOUSSE): 100% of instructional staff area Highly Qualified as defined by NCLB	Narrative	Executive Summary: Section 1
	c) % certified in-field, pursuant to Section 1012.2315(2), F.S.: 100% of instructional staff are certified and teaching in field	Narrative	Executive Summary: Section 1
2	d) % ESOL endorsed: 45.3%	DecisionED/DW	Executive Summary: Section 1
2	e) % reading endorsed: 3.2%	DecisionED/DW	Executive Summary: Section 1
3	f) % with advanced degrees: 41.1%	DecisionED/DW	Executive Summary: Section 1
3	g) % National Board Certified: 11.6%	DecisionED/DW	Executive Summary: Section 1
	h) % first-year teachers: 3.2%	DecisionED/DW	Executive Summary: Section 1
	i) % with 1-5 years of experience: 16.8%	DecisionED/DW	Executive Summary: Section 1
	j) % with 6-14 years of experience: 32.6%	DecisionED/DW	Executive Summary: Section 1
	k) % with 15 or more years of experience : 47.4%	DecisionED/DW	Executive Summary: Section 1

	4. Paraprofessionals		Executive Summary: Section 1
	Number of Paraprofessionals	Narrative	Executive Summary: Section 1
	a) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE):	Narrative	Executive Summary: Section 1
	5. Teacher Recruitment and Retention Strategies		
	<p>a) Describe your school’s strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.</p> <ol style="list-style-type: none"> 1. Vacant positions are filled using selection and interview protocols. Teachers selected to interview must meet highly qualified criteria and are chosen for their level of match to the specific criteria for the vacant position (Principal). 2. Teacher retention is contributed to through initiatives at the district level and is also supported by a school based strong community culture for teaching and learning (Principal). 3. Site based mentoring focuses on helping new teachers and teachers new to our school to find the highest level of success through partnering with grade level teachers and mentor staff members (Principal). 4. Support of interns and welcoming teachers from the substitute-shadowing program help support the profession and build capacity for future positions (Principal). 	Narrative	Standard 2: Governance and Leadership
	6. Teacher Mentoring Program/Plan		
	<p>a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.</p> <p>Site based mentoring focuses on helping new teachers and teachers new to our school to find the highest level of success through partnering with grade level teachers and trained mentor staff members. Pairings at the same grade level will be made where ever possible, additional grade level collaborative partners are made at any level that does not have a trained grade level mentor. When a new teacher begins the new year, we provide an orientation, tour, and question and answer session. Check in for grade level connections, teaming and planning are established and check in meetings are recorded on the calendar at least monthly, more frequently at the beginning of the year.</p>	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous

			Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	<p><i>Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.</i></p> <p>Facilitator: generates agenda and leads team discussions (Marilyn Taylor)</p> <p>Data Managers/Data Coaches: assist team in accessing and interpreting (aggregating/disaggregating) the data (Judy Merrell, Jacque Poole, Stacey Peters, grade level data managers for each team)</p> <p>Technology Specialist: brokers technology necessary to manage and display data (Judy Merrell)</p> <p>Recorder/Note Taker: documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder housed in the Guidance Office for all teachers to access (Jacque Poole, Marilyn Taylor)</p> <p>Time Keeper: helps team begin on time and ensures adherence to agenda (Jacque Poole)</p> <p>Meeting time/Place: Guidance Office - 1st Tuesday: 1:30 PM, 2nd/3rd/4th Tuesdays: 7:40 AM. First Tuesday is a process-monitoring meeting for non-instructional participants. Remaining Tuesdays are used for meeting with grade level teams to discuss interventions and progress monitoring, providing support where indicated. There is a set agenda for each week of the month. Specific SBLT members will attend assigned grade level PLC's monthly to provide support and facilitate the monitoring and discussion of progress monitoring data.</p>	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	<p><i>Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?</i></p> <p>Sherry Aemisegger – Principal; Jacque Poole - Assistant Principal and Kindergarten RTI Facilitator; Stacey Peters – Behavior Specialist and ASD RtI Facilitator; Marilyn Taylor – Guidance Counselor, MTSS Meeting Facilitator and 4th Gr. RtI Facilitator, Judy Merrell – Psychologist and Pre-K RtI Facilitator, Jill Augustine - Educational Diagnostician and 2nd Grade RtI Facilitator, Kathy Bilello – Intermediate Teacher and 3rd Gr. RtI Facilitator, Tara Thompson – Primary Teacher and 1st Grade RtI Facilitator, Sharon Kephart – ESE Teacher and 5th Gr. RtI Facilitator; Carly Hunter, Misty Harmon, Lauren Nelson – Speech Pathologists; Vicki Koller – Social Worker and Kindergarten RtI Facilitator; Nancy Albino, Cynthia Melendez, Liz Robles – ESOL teachers</p>	Narrative	Standard 2-2.4: Governance and Leadership

4	<p><i>Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.</i></p> <p>The SIP has been developed based on current school wide data and analysis. SIP teams are organized around instructional/subject focus areas and will monitor and collaborate with the MTSS to facilitate growth and progress through our collaborative work with grade level teams and teachers. Every staff member serves on a goal SIP team. The teams are responsible for carrying out the action steps and monitoring progress for each goal. All MTSS members also serve on a SIP team and help facilitate the process. School wide data is aggregated and monitored by the MTSS on a weekly and SIP teams by grade level and sub groups for the purpose of monitoring progress. Processes are monitored for fidelity.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	<p><i>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).</i></p> <p>MTSS uses data from EDS, FAIR, MBES behavior uploads and OPM. Teachers record behavior on a weekly basis and Reading OPM every 10 days on our MBES Moodle site using Excel spreadsheets enabling the teachers, PLC and MTSS to review graphs to determine effectiveness of our efforts for Tier 1, 2 and 3. We use PMRN for Reading and EDS to access data for Reading, Math, Science and Writing. Our school wide data management system will be the use of Excel spreadsheets on our MBES Moodle site for academics and behavior. The behavior system has been set up on our school Moodle site with data collected from each classroom/teacher on a weekly basis. These systems support data collection at Tier 1, 2 and 3. Each teacher and interventionist will enter his or her data every 10 days as outlined on the RtI calendar to our academic data collection site. Each team member will be able to access the data for their grade level and individual classroom and intervention group. The SBLT will review the data at the end of each RtI cycle and will analyze for trends and next steps. Ultimately, their assigned MTSS member will share these findings with grade level teams. Students will engage in data chats with their intervention teacher during each cycle. Parents will be informed of school wide data at SAC meetings, or newsletter at least three times per year.</p>	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	<p><i>Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.</i></p> <p>We meet with each grade level PLC monthly to facilitate ongoing growth and training in the processes that support MTSS. A shared calendar has been established for these meetings in the school Outlook system. Additional training/activity dates will also be utilized to help us move our knowledge and processes forward.</p>	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3: Using Results for Continuous Improvement

	E. Increased Learning Time/Extended Learning Opportunities		
	<p><i>Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).</i></p> <p>We have built a schedule, which allows for consistent teacher collaboration across the school week to enhance collaborative planning and PLC work. We offer before and after school extension opportunities to targeted groups of students within our subgroups and achievement levels.</p>	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
2	F. Literacy Leadership Team (LLT)		
2	<p><i>Identify the names and positions titles of the members of your school-based LLT.</i></p> <p>Sherry Aemisegger, Jacque Poole, Kathy Bilello, Heather Acar, Judy Merrell, Tanya Hilkert, Kathleen Crum, Nancy Albino are a part of our Literacy and Reading SIP team. This team works to facilitate our Literacy efforts across the curriculum.</p>	Narrative	Executive Summary: Section 1
	<p><i>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).</i></p> <p>1. The LLT meets at least monthly to review data and monitor the Reading goals.</p> <ul style="list-style-type: none"> • Facilitator: generates agenda and leads team discussions, planning and actions (Kathy Bilello) • Data Manager: assists team in accessing and interpreting (aggregating/disaggregating) student achievement data (Judy Merrell) • Technology Specialist: brokers technology necessary to manage and display data (Judy Merrell) • Recorder/Note Taker: documents meeting content and disseminates to team members in a timely manner (Kathleen Crum) • Time Keeper: helps team begin on time and ensures adherence to agreed upon agenda (Tanya Hilkert/Heather Acar) <p>2. Literacy Leadership Team creates capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p>	Narrative	Executive Summary: Section 1

	<ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text ○ Providing extensive research and writing opportunities (claims and evidence) • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). <ul style="list-style-type: none"> ○ The district will provide training and tools for Literacy Leadership Teams. 		
2	<p><i>What will be the major initiatives of the LLT this year?</i></p> <p>We will continue to focus on increasing the level of effectiveness of our Tier I instruction to at least 80% through explicit instruction, use of writing in response to complex text and vocabulary development, and the use of accountable talk or group discussions to grapple with complex texts. We will also continue refining our intervention block by broadening our intervention resources train our teachers and develop a school wide intervention protocol. An additional focus will be on incorporating the Common Core Standards for literacy across our subject areas, including Science and Social Studies.</p>	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
2	H. Preschool Transition		

1,2	<p><i>Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.</i></p> <p>McMullen-Booth Elementary has created and maintained an articulation process between Pre-K and Kindergarten teachers each semester. Alignment of assessment goals/expectations better prepares Pre-K students to reach their maximum learning potential in Kindergarten.</p> <p>Collaboration with Kindergarten Teachers to ensure a smooth transition by providing inclusionary opportunities in Kindergarten, conducting parent workshops to share Kindergarten expectations and assist parents in working with their students at home.</p> <p>Oral Language Development is stressed in all Pre K classroom settings and efforts have been made to incorporate Spanish literature in the Pre-K lending libraries to promote read alouds between parents and their children and the discussion of concepts.</p>	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning															
Part II: Expected Improvements																		
A. Area 1: Reading																		
<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>																		
<p>Students scoring at Achievement Level 3</p> <table border="1" data-bbox="239 979 1598 1084"> <thead> <tr> <th colspan="3"></th> <th colspan="2" style="text-align: center;">Proficiency Level 3</th> </tr> <tr> <th style="text-align: center;">Test</th> <th style="text-align: center;">Subject</th> <th style="text-align: center;">Total Student Count</th> <th style="text-align: center;"># Students</th> <th style="text-align: center;">% of Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">FCAT 2.0</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">354</td> <td style="text-align: center;">83</td> <td style="text-align: center;">23.4%</td> </tr> </tbody> </table>							Proficiency Level 3		Test	Subject	Total Student Count	# Students	% of Students	FCAT 2.0	Reading	354	83	23.4%
			Proficiency Level 3															
Test	Subject	Total Student Count	# Students	% of Students														
FCAT 2.0	Reading	354	83	23.4%														
1	<p>Students scoring at or above Achievement Level 4</p> <table border="1" data-bbox="239 1255 1598 1360"> <thead> <tr> <th colspan="3"></th> <th colspan="2" style="text-align: center;">Proficiency Level 4+</th> </tr> <tr> <th style="text-align: center;">Test</th> <th style="text-align: center;">Subject</th> <th style="text-align: center;">Total Student Count</th> <th style="text-align: center;"># Students</th> <th style="text-align: center;">% of Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">FCAT 2.0</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">354</td> <td style="text-align: center;">123</td> <td style="text-align: center;">34.7%</td> </tr> </tbody> </table>				Proficiency Level 4+		Test	Subject	Total Student Count	# Students	% of Students	FCAT 2.0	Reading	354	123	34.7%	DecisionED/D W	Assessment Matrix
			Proficiency Level 4+															
Test	Subject	Total Student Count	# Students	% of Students														
FCAT 2.0	Reading	354	123	34.7%														

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	<i>b) Florida Alternate Assessment (FAA)</i>				DecisionED/D W	Assessment Matrix
	Students scoring at Levels 4, 5, and 6					Assessment Matrix
				Proficiency Level 4, 5, 6		
	Test	Subject	Total Student Count	# Students	% of Students	
	FAA	Reading	3	2	66.7%	
1	Students scoring at or above Level 7				DecisionED/D W	Assessment Matrix
				Proficiency Level 7+		
	Test	Subject	Total Student Count	# Students	% of Students	
	FAA	Reading	3	0	0.0%	
1	<i>c) Learning Gains</i>				DecisionED/D W	Assessment Matrix
	Students making learning gains (FCAT 2.0 and FAA)					
				Learning Gains		
	Test	Subject	Total Student Count	# Students	% of Students	
	FCAT 2.0	Reading	354	143	40.4%	
	FAA	Reading	3	0	0.0%	
1	Students in lowest 25% making learning gains (FCAT 2.0)				DecisionED/D W FCAT 2.0 only	Assessment Matrix
				Lowest 25% Learning Gains		
	Test	Subject	Total Student Count	# Students	% of Students	
	FCAT 2.0	Reading	354	227	64%	

1	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>	DecisionED/D W	Assessment Matrix																			
	<p>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)</p> <table border="1" data-bbox="243 386 1589 526"> <thead> <tr> <th colspan="3"></th> <th colspan="2">Prof Listen/Speaking</th> </tr> <tr> <th>Test</th> <th>Subject</th> <th>Total Student Count</th> <th># Students</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td rowspan="2">CELLA</td> <td>Listen</td> <td>146</td> <td>51</td> <td>34.9%</td> </tr> <tr> <td>Speaking</td> <td>146</td> <td>51</td> <td>34.9%</td> </tr> </tbody> </table>				Prof Listen/Speaking		Test	Subject	Total Student Count	# Students	% of Students	CELLA	Listen	146	51	34.9%	Speaking	146	51	34.9%		
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Test	Subject	Total Student Count	# Students	% of Students																		
CELLA	Listen	146	51	34.9%																		
	Speaking	146	51	34.9%																		
1	<p>Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)</p> <table border="1" data-bbox="243 730 1589 834"> <thead> <tr> <th colspan="3"></th> <th colspan="2">Proficient Students</th> </tr> <tr> <th>Test</th> <th>Subject</th> <th>Total Student Count</th> <th># Students</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>CELLA</td> <td>Reading</td> <td>146</td> <td>46</td> <td>31.5%</td> </tr> </tbody> </table>				Proficient Students		Test	Subject	Total Student Count	# Students	% of Students	CELLA	Reading	146	46	31.5%	DecisionED/D W	Assessment Matrix				
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Test	Subject	Total Student Count	# Students	% of Students																		
CELLA	Reading	146	46	31.5%																		
1	<p>Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)</p> <table border="1" data-bbox="243 1039 1589 1143"> <thead> <tr> <th colspan="3"></th> <th colspan="2">Proficient Students</th> </tr> <tr> <th>Test</th> <th>Subject</th> <th>Total Student Count</th> <th># Students</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>CELLA</td> <td>Writing</td> <td>145</td> <td>40</td> <td>27.6%</td> </tr> </tbody> </table>				Proficient Students		Test	Subject	Total Student Count	# Students	% of Students	CELLA	Writing	145	40	27.6%	DecisionED/D W	Assessment Matrix				
			Proficient Students																			
Test	Subject	Total Student Count	# Students	% of Students																		
CELLA	Writing	145	40	27.6%																		
1	<i>e) Annual Measurable Objectives (AMOs)</i>	DecisionED/D W	Assessment Matrix																			
1	Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/D W FCAT 2.0 only	Assessment Matrix																			

Test	Subject	Ethnicity	Total Student Count	Prof Level 3+	
				# Students	% Students
FCAT 2.0	Reading	Asian	16	8	50.0%
		Black or African Am.	30	9	30.0%
		Hispanics of any race	98	40	40.8%
		Am. Indian or Alaska Native	1	1	100.0%
		Two or more races	18	15	83.3%
	White	191	133	69.6%	
	Writing	Asian	6		
		Black or African Am.	10		
		Hispanics of any race	34		
		Two or more races	9		
White		67			

			Prof Level 3+ for Special Ed Students		
Test	Subject	Total Student Count	# Students	% Students	
FCAT 2.0	Reading	38	4	10.5%	
	Science	10	0	0.0%	
			Prof Level 4+ for Special Ed Students		
Test	Subject	Total Student Count	# Students	% Students	
FAA	Reading	3	2	66.7%	
	Science	2	2	100.0%	
By Ethnicity			Total Student Count	Scoring Level 4+	
Test	Subject	Ethnicity	Total Student Count	# Students	% Students
FAA	Reading	Asian	1	0	0.0%
		White	2	2	100.0%
	Science	White	2	2	100.0%
			Prof Level 3+ for LEP Students		
Test	Subject	Total Student Count	# Students	% Students	
FCAT 2.0	Reading	49	8	16.3%	
	Science	13	1	7.7%	
			Prof Level 3+ for Econ Disadvantaged Students		
Test	Subject	Total Student	# Students	% Students	

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

			Count					
	FCAT 2.0	Reading	176	72	40.9%			
		Science	57	17	29.8%			
				Scoring Level 4+ for Econ Disadvantaged Students				
	Test	Subject	Total Student Count	# Students	% Students			
	FAA	Reading	2	1	50.0%			
		Science	1	1	100.0%			
	Goals to support target(s): <ul style="list-style-type: none"> To increase percentage of students scoring Level 3 or above from 58% to 68% To decrease percentage of students scoring Levels 1 and 2 from 36% to 26% To increase percentage of students scoring level 4 and 5 from 35% to 40% 							
	Possible Data Sources to Measure Goals: <ul style="list-style-type: none"> Comparison FAIR Results 3 times per year (Assessment Periods 1, 2, 3), Kindergarten: Listening Comprehension, Vocabulary Comparison FAIR Results 3 times per year (Assessment Periods 1, 2, 3), Grades 1st and 2nd: Target Reading Passage Comparison FAIR Results 3 Times per year (Assessment Periods 1, 2, 3), Grades 3rd, 4th & 5th: Reading Comprehension Ongoing Tier 2/3 Progress Monitoring biweekly/weekly data (DIBELS/AIMSweb); assessment periods 1, 2, 3 and mid-cycle analysis of data Running Record administration and analysis K-5, at least 3 times per year. 						Narrative	
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets) <ol style="list-style-type: none"> Improvement of the reading comprehension indicator in FAIR throughout the assessment periods. Steady improvement on biweekly/weekly progress monitoring assessments, indicated by graphs and rubrics. Increased Running Record Score to an on or above grade level score. 						DecisionED	
							2012-13 Actual	2013-14 Targets

		# 206	% 58	# 240	% 68
	<p>Action Plans (strategies) to Accomplish the Reading Goal (reduce or eliminate barriers)</p> <p>Action 1- Improve student achievement through more frequent and effective use of <i>data</i> to inform instruction. Action 2- Improve consistency and effectiveness of reading instruction across grade levels through the use of small group <i>guided reading</i> routines for all students K-5. Action 3- Expand incorporation of <i>CCSS</i> into reading instruction K-5. Action 4- Align <i>reading resources</i> to the instructional needs of students for all layers of instruction – Tiers 1, 2, 3.</p>	Narrative			
	<p>Plan to Implement Action 1: DATA TO INFORM INSTRUCTION</p> <ul style="list-style-type: none"> • Provide Running Record training and refresher training, including materials, for all grade levels to increase to 100% the number of teachers using Running Records to inform student grouping and to ascertain instructional and independent reading levels. • Provided calendar for Data Manager training in best practices for data collection and analysis. • Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLC’s. • Provide training opportunities and sharing of data tracking tools for classroom use. • Improve the communication and tracking of reading data (student level, classroom level, and grade level), to include enhanced student and parent understanding of reading data and what the goals are for improvement and mastery per grade level. • Develop training and support to teachers on analysis of CELLA data to accommodate/modify instruction for ELL students. • Develop training and support to teachers on analysis of FCAT/Common Assessment data to identify/focus on and accommodate/differentiate instruction for Black students not meeting grade level expectations. 	Narrative			
	<p>Plan to Implement Action 2: GUIDED READING K-5</p> <ul style="list-style-type: none"> • Provide ongoing teacher/assistant training and support for Jan Richardson’s Guided Reading routines for early, transitional, and fluent readers. • Implement teacher/assistant “learning walks” to observe other teachers during guided reading lesson 	Narrative			

	<p>planning and delivery.</p> <ul style="list-style-type: none"> • Coach teachers and assistants on full incorporation of word work routines into guided reading groups. • Coach teachers/assistants on use of writing samples and continuums to inform writing in response to reading portions of guided reading routines. • Continue to enhance school professional library and classroom libraries with appropriate and engaging guided reading materials for all grade levels. 		
	<p>Plan to Implement Action 3: : INCORPORATION OF CCSS</p> <ul style="list-style-type: none"> • Facilitate further training and support of teacher knowledge and understanding of CCSS for Reading, Writing, Speaking and Listening through collaborative lesson planning sessions. • Continue close reading demonstrations and trainings where teachers observe and debrief close reading and writing in response lessons. • Research the development of writing in response to reading rubrics and scales, both for short and extended responses, and subsequent instructional implications. • Support teachers with reading block organization and flow ideas for optimum student engagement and achievement. 	Narrative	
	<p>Plan to Implement Action 4: READING RESOURCES</p> <ul style="list-style-type: none"> • Conduct careful analysis of existing Tier 2 and 3 intervention materials to ensure interventions are appropriate and effective for highest need students, to include possible study of intervention histories of most struggling readers to modify materials or methods that have not been effective. • Conduct inventory of existing resources for shared, close, and guided reading lessons, as well as extended text, for all grade levels; then organize and provide a resource pool from which teachers/teams can access materials. Special emphasis to be placed on building content-rich nonfiction and informational texts, and text sets. • Facilitate classroom library training/refreshers to enable teachers and teams to support appropriate independent reading levels of students K-5 based on adjusted levels of grade level texts in the Common Core State Standards. 	Narrative	
	<p>B. Area 2: Writing</p>		

	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>						
1	Students scoring at or above 3.5				DecisionED/D W	Assessment Matrix	
				Score 3.5+			
	Test	Subject	Total Student Count	# Students			% Students
	FCAT 2	Writing	126	73			57.9%
				Score 3.5+			
	Test	Subject	Total Student Count	# Students			% Students
FCAT 2	Writing	126	52	42%			
	<i>c) Florida Alternate Assessment (FAA)</i>						
	Students scoring at or above Level 4 No Data Available						
1	Goal to support target(s):				DecisionED/D W	Assessment Matrix	
	<ul style="list-style-type: none"> To increase percentage of students scoring Level 3.5 or above from 58% to __68%__ To decrease percentage of students scoring Levels 1 and 2 from __14%__ to __4%__ 						
	Possible Data Sources to Measure Goal:				Narrative		
	<ul style="list-style-type: none"> Comparison of district writing assessments for assessment periods 1, 2, and 3 Ongoing Tier 2 and 3 Progress Monitoring biweekly/weekly, assessment periods 1, 2, 3 and mid-cycle analysis of data Classroom biweekly/weekly formative writing assessments and/or reading/writing/science notebook quantity and quality checks 						
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)				Narrative DecisionED/D W	2012-13 Actual	
	<ol style="list-style-type: none"> Improvement in district writing assessments throughout assessment periods 1, 2, and 3. Steady improvement on biweekly/weekly progress monitoring assessments, indicated by graphs and rubrics. 						2013-14 Targets

	<p>3. Sustained or improved quantity and quality in writing notebooks based on classroom expectations.</p>	<p># 73</p>	<p>% 58</p>	<p># 85</p>	<p>% 68</p>
	<p>Action Plans (strategies) to Accomplish the Writing Goal (reduce or eliminate barriers):</p> <p>Action 1- Improve student achievement through more frequent and effective use of summative and formative assessment <i>data</i> to inform writing instruction in the context of the literacy block of instruction.</p> <p>Action 2- Improve consistency and effectiveness of writing instruction across grade levels through the use of consistent routines for all students K-5 in the context of the literacy block of instruction, including, but not limited to <i>Routine Writing, Literary Analysis Writing, Narrative Writing</i> and science note booking.</p> <p>Action 3- Expand incorporation of the <i>Common Core State Standards</i> of writing into daily writing instruction K-5.</p> <p>Action 4- Align reading and <i>writing resources</i> to the instructional needs of students for multiple tiers of student support in instruction including Tier 1 Core Instruction, Tier 2 Intervention, and Tier 3 Intensive Intervention.</p>				
	<p>Plan to Implement Action 1: DATA TO INFORM INSTRUCTION</p> <ul style="list-style-type: none"> • Provide Writing in Response to Reading training for all grade levels to address writing instruction in the context of the literacy block of instruction. • Provided calendar for Data Manager training in best practices for data collection and analysis. • Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLC's. • Provide training opportunities and sharing of data tracking tools for classroom use. • Improve the communication and tracking of science data (student level, classroom level, and grade level), to include enhanced student and parent understanding of writing data and what the goals are for improvement and mastery per grade level. • Develop training and support to teachers on analysis of CELLA data to accommodate/modify instruction for ELL students. • Develop training and support to teachers on analysis of FCAT/Common Assessment data to identify/focus on and accommodate/differentiate instruction for Black students not meeting grade level expectations. 	<p>Narrative</p>			

	<p>Plan to Implement Action 2: WRITING IN RESPONSE TO READING</p> <ul style="list-style-type: none"> • Provide ongoing teacher/assistant training and support for writing standards and instructional routines. • Implement teacher/assistant “learning walks” to observe other teachers during writing lesson planning and delivery. • Coach teachers/assistants on full incorporation conventions and handwriting into the writing instructional routines. • Coach teachers/assistants on use of writing samples and continuums to inform writing in response to reading across curriculum subject areas. • Continue to enhance school professional library and classroom libraries with appropriate and engaging writing mentor texts for all grade levels. 	Narrative	
	<p>Plan to Implement Action 3: INCORPORATION OF CCSS</p> <ul style="list-style-type: none"> • Facilitate further training and support of teacher knowledge and understanding of CCSS for Reading, Writing, Speaking and Listening and the how of fitting the pieces together for instruction and learning. • Facilitate collaborative lesson planning sessions to enhance and support teamwork. • Facilitate writing demonstrations and trainings (lesson study) for teachers to observe and debrief writing lessons in the context of the literacy block. • Research the development of writing rubrics and scales, both for short and extended responses and projects. • Support teachers with literacy block organization and flow ideas for optimum student engagement and achievement in the area of writing. 	Narrative	
	<p>Plan to Implement Action 4: WRITING RESOURCES</p> <ul style="list-style-type: none"> • Conduct careful analysis of existing Tier 2 and 3 interventions and materials to ensure interventions are appropriate and allow for writing opportunities for all levels and purposes. • Conduct inventory of existing writing resources, for all grade levels; providing a resource pool from which teachers/teams can access materials. Special emphasis to be placed on building content-rich nonfiction and informational texts, and text sets that provide for writing responses and projects. • Facilitate classroom training/refreshers to enable teachers and teams to support appropriate writing in 	Narrative	

	response to reading for all levels of students K-5.						
	C. Area 3: Mathematics						
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>						
	Students scoring at Achievement Level 3					DecisionED/D W	Assessment Matrix
				Prof Level 3			
	Test	Subject	Total Student Count	# Students	% of Students		
	FCAT 2.0	Math	354	111	31.4%		
	Students scoring at or above Achievement Level 4					DecisionED/D W	Assessment Matrix
				Prof Level 4+			
	Test	Subject	Total Student Count	# Students	% of Students		
	FCAT 2.0	Math	354	65	18.4%		
1	<i>d) Florida Alternate Assessment (FAA)</i>					DecisionED/D W	Assessment Matrix
	Students scoring at Levels 4, 5, and 6						
				Prof Level 4, 5, 6			
	Test	Subject	Total Student Count	# Students	% of Students		
	FAA	Math	3	2	66.7%		
	Students scoring at or above Level 7					DecisionED/D W	Assessment Matrix
				Prof Level 7+			
	Test	Subject	Total Student Count	# Students	% of Students		
1							

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	FAA	Math	3	0	0.0%		
1	<i>c) Learning Gains</i>					DecisionED/D W	Assessment Matrix
	Students making learning gains (FCAT 2.0, EOC, and FAA)						
				Learning Gains			
	Test	Subject	Total Student Count	# Students	% of Students		
	FCAT 2.0	Math	354	113	31.9%		
1	Students in lowest 25% making learning gains (FCAT 2.0 and EOC)					DecisionED/D W FCAT 2.0 only	Assessment Matrix
				Learning Gains Lowest 25%			
	Test	Subject	Total Student Count	# Students	% of Students		
	FCAT 2.0	Math	354	198	56%		
1	<i>d) Annual Measurable Objectives (AMOs)</i>					DecisionED/D W FCAT 2.0 only	Assessment Matrix
	Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA						
				Prof Level 3+			
	Test	Subject	Ethnicity	Total Student Count	# Students	% Students	
	FCAT 2.0	Math	Asian	17	13	76.5	
			Black or African American	30	6	20.0%	
			Hispanics of any race	97	31	32.0%	
			Am. Indian or Alaska Native	1	1	100.0%	
			Two or more races	18	12	66.7%	
			White	191	113	59.2%	

1	<table border="1"> <thead> <tr> <th colspan="3"></th> <th colspan="2">Prof Level 3+ for Special Ed Students</th> </tr> <tr> <th>Test</th> <th>Subject</th> <th>Total Student Count</th> <th># Students</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td>FCAT 2.0</td> <td>Math</td> <td>39</td> <td>6</td> <td>15.4%</td> </tr> </tbody> </table>								Prof Level 3+ for Special Ed Students		Test	Subject	Total Student Count	# Students	% Students	FCAT 2.0	Math	39	6	15.4%	DecisionED/D W FCAT 2.0 only	Assessment Matrix					
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FCAT 2.0	Math	39	6	15.4%																							
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FCAT 2.0	Math	50	8	16.0%																							
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			Scoring Level 4+ for Econ Disadvantaged Students					
Test	Subject	Total Student Count	# Students	% Students				
FAA	Math	2	1	50.0%				
Goals to support target(s): <ul style="list-style-type: none"> • Increase students scoring at Math Level 3 from 27% (96) to 37%. • Decrease students scoring at Levels 1 and 2 from 42 % (150) to 32% • Increase students scoring at Levels 4 and 5 from 15% (55) to 25% 								
Possible Data Sources to Measure Goal: <ul style="list-style-type: none"> • Tracking and Comparison of common assessments periods 1, 2, 3 • Ongoing Tier 2 and 3 Progress Monitoring biweekly/weekly, assessment periods 1, 2, 3 and mid-cycle analysis of data • Classroom formative assessment data by grade level, class, and/or achievement block grouping 					Narrative			
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) <ol style="list-style-type: none"> 1. Improvement on common assessments throughout assessment periods 1, 2, and 3. 2. Steady improvement on formative and progress monitoring assessments, indicated by graphs and rubrics. 3. Qualitative and quantitative goals set by student/classroom teacher for classroom formative assessments show evidence of growth and/or mastery of skills. 					DecisionED/D W			
					2012-13 Actual		2013-14 Targets	
					# 176		% 50	
					# 212		% 60	
Action Plans (strategies) to Accomplish Math Goal (reduce or eliminate barriers) Action 1- Develop knowledge and consistent implementation of <i>math inquiry/constructivist method (Ex. 5E's, or modified gradual release model per Juli Dixon instructional model)</i> of instruction. Action 2- Develop knowledge and consistent implementation of <i>math talk/classroom discussions</i> in math. Action 3- Develop an understanding of and use of <i>data tracking and math rubrics/scales</i> to monitor student achievement in math.					Narrative			

	Action 4- Implement and support use of <i>Math Achievement Block</i> to enhance and enrich our math achievement.		
	<p>Plan to Implement Action 1: MATH INQUIRY/CONSTRUCTIVIST METHOD</p> <ul style="list-style-type: none"> • Encourage and support participation in district and school-based training on new <i>Go Math</i> curriculum, as well as, the markers of a math inquiry classroom. • Facilitate further training and support of teacher knowledge and understanding of CCSS for Mathematics and use of new materials in this work. 	Narrative	
	<p>Plan to Implement Action 2: MATH TALK/CLASSROOM DISCUSSIONS</p> <ul style="list-style-type: none"> • Facilitate access to video that demonstrates what Math Talk in the classroom looks and sounds like. • Provide access to sample lessons and lines of questioning and/or templates that stimulate high level questioning in the classroom. • Provide access to resources that support the curriculum and allow teachers to spur topics of discussion linked to the given topic and/or lesson. • Provide teachers with tools for keeping children engaged during a classroom discussion and also accountable for their thinking. 	Narrative	
	<p>Plan to Implement Action 3: DATA TRACKING and MATH RUBRICS</p> <ul style="list-style-type: none"> • Set the expectation that rubrics/data should be used by the teacher/student daily. • Provide training opportunities and facilitate sharing of math data tracking tools and rubrics and scales for classroom use. • Provide calendar for regularly scheduled and structured data meetings and collaborative lesson planning sessions to enhance and support teamwork per grade level team. • Observe teachers using scales and rubrics appropriately and give feedback regarding their use. • Improve the communication and tracking of math data (student level, classroom level, and grade level), to include enhanced student and parent understanding of math data and what the goals are for improvement and mastery per grade level. • Develop training and support to teachers on analysis of FCAT/Common Assessment data to identify/focus on and accommodate/differentiate instruction for Black students not meeting grade level expectations. 	Narrative	

Plan to Implement Action 4: MATH ACHIEVEMENT BLOCK <ul style="list-style-type: none"> • Support teachers with math achievement block organization and logistical plans for optimum student engagement and achievement in mathematics. • Provide resources to support differentiated instruction during this block of time. • Provide resources to support assessment and analysis of the results in order to group students appropriately (All student subgroups including Black students). • Facilitate access to support staff that can help work with students during this time. 					Narrative	
D. Area 4: Science						
<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>						
Students scoring at Achievement Level 3					DecisionED/D W	Assessment Matrix
Test	Subject	Total Student Count	# Students	% of □ Students		
FCAT 2.0	Science	125	34	27.2%		
				Prof Lvl 3+		
Test	Subject	Ethnicity	Total Student Count	# Students	% Students	
FCAT 2.0	Science	Asian	5	2	40.0%	
		Black or African Am.	8	1	12.5%	
		Hispanics of any race	27	10	37.0%	
		Am. Indian or Alaska Native	1	1	100.0%	
		Two or more races	5	2	40.0%	
		White	79	44	55.7%	
			Prof Lvl 3+ for Special Ed Students			
Test	Subject	Total Student Count	# Students	% Students		
FCAT 2.0	Science	10	0	0.0%		

1	Students scoring at or above Achievement Level 4					DecisionED/D W	Assessment Matrix	
				Proficiency Level 4+				
	Test	Subject	Total □ Student Count	# Students	% of Students			
	FCAT 2.0	Science	125	26	20.8%			
1	<i>b) Florida Alternate Assessment (FAA)</i>							
	Students scoring at Levels 4, 5, and 6					DecisionED/D W	Assessment Matrix	
				Prof Lvl 4+ for Special Ed Students				
	Test	Subject	Total Student Count	# Students	% Students			
	FAA	Science	2	2	100.0%			
	By Ethnicity			Scoring Level 4+				
	Test	Subject	Ethnicity	Total Student Count	# Students			% Students
	FAA	Science	White	2	2			100.0%
1	Students scoring at or above Level 7					DecisionED/D W	Assessment Matrix	
				Prof Lvl 7 for Special Ed Students				
	Test	Subject	Total Student Count	# Students	% Students			
	FAA	Science	2	0	0.0%			
1	Goals to support target(s): <ul style="list-style-type: none"> Increase students scoring at Science Level 3 from 27% to 37%. 							

	<ul style="list-style-type: none"> • Decrease students scoring at Science Levels 1 and 2 from 51 % to 41% • Increase students scoring at Science Levels 4 and 5 from 21% to 26% 																		
	<p>Possible Data Sources to Measure Goal:</p> <ul style="list-style-type: none"> • Improvement seen in district level Science assessments across assessment periods 1, 2, and 3 • Classroom formative assessments (probes, exit tickets)and science notebook quantity and quality checks • FL Achieves (3 – 5) 																		
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <ol style="list-style-type: none"> 1. Improvement on common assessments throughout assessment periods 1, 2, and 3. 2. Steady improvement on formative and progress monitoring assessments, indicated by graphs and rubrics. 3. Qualitative and quantitative goals set by student/classroom teacher for classroom formative assessments show evidence of growth and/or mastery of skills. 	<table border="1"> <tr> <td colspan="4" style="text-align: center;">DecisionED/D W</td> </tr> <tr> <td colspan="2" style="text-align: center;">2012-13 Actual</td> <td colspan="2" style="text-align: center;">2013-14 Targets</td> </tr> <tr> <td style="text-align: center;">#</td> <td style="text-align: center;">%</td> <td style="text-align: center;">#</td> <td style="text-align: center;">%</td> </tr> <tr> <td style="text-align: center;">60</td> <td style="text-align: center;">49</td> <td style="text-align: center;">63</td> <td style="text-align: center;">51</td> </tr> </table>	DecisionED/D W				2012-13 Actual		2013-14 Targets		#	%	#	%	60	49	63	51	
DecisionED/D W																			
2012-13 Actual		2013-14 Targets																	
#	%	#	%																
60	49	63	51																
	<p>Action Plans (strategies) to Accomplish Science Goal (reduce or eliminate barriers)</p> <p>Action 1- Develop knowledge and implementation of effective and efficient use of data to support teachers in making instructional decisions.</p> <p>Action 2 - Develop knowledge and implementation of 5 E’s Instructional Model.</p> <p>Action 3 - Develop knowledge and implementation of Science notebooking to support classroom instruction</p> <p>Action 4 - Develop content and knowledge of Content literacy analyzing science probes (CLASP)</p> <p>Action 5 – Support school based Science Fair</p>																		
	<p>Plan to Implement Action 1: Effective Data Practices</p> <ul style="list-style-type: none"> • Provided calendar for Data Manager training in best practices for data collection and analysis. • Provide calendar for regularly scheduled and structured data meetings per grade level team, incorporated into PLC’s. 																		

	<ul style="list-style-type: none"> • Provide training opportunities and sharing of data tracking tools for classroom use. • Improve the communication and tracking of science data (student level, classroom level, and grade level), to include enhanced student and parent understanding of science data and what the goals are for improvement and mastery per grade level. • Develop training and support to teachers on analysis of FCAT/Common Assessment data to identify/focus on and accommodate/differentiate instruction for Black students not meeting grade level expectations. 		
	<p>Plan to Implement Action 2: 5 E’s Instructional Model</p> <ul style="list-style-type: none"> • Provide opportunities to attend district and school-based training on the use of 5 E’s model, as well as scientific inquiry and workshop model of instruction. • Facilitate further training and support of teacher knowledge and understanding of CCSS for Science. • Facilitate collaborative lesson planning sessions to enhance and support teamwork. • Continue to enhance school professional library and classroom libraries with appropriate and engaging science reading materials for all grade levels 		
	<p>Plan to Implement Action 3: Science Notebooking</p> <ul style="list-style-type: none"> • Support and encourage teachers to participate in district level training in science notebooking • Provide ongoing teacher training and support (district level and school based) in science notebooking routines • Implement teacher “learning walks” to observe other teachers during the use of notebooking (lesson planning and delivery). • Coach teachers through follow up after training to support full implementation of notebooking 		
	<p>Plan to Implement Action 4: Content Literacy Analyzing Science Probes (CLASP)</p> <ul style="list-style-type: none"> • Support and encourage teachers to participate in initial district level training in CLASP • Provide ongoing teacher training and support (district level and school based) in CLASP routines • Implement teacher “learning walks” to observe other teachers during the use of CLASP (lesson planning and delivery). • Coach teachers through follow up after training to support full implementation of CLASP <p>Plan to Implement Action 5: Science Fair/Science Showcase</p>		

	<ul style="list-style-type: none"> Support and encourage student participation in the school based science fair. Support and encourage teachers through school based sessions in preparing students for science projects and school based fair Provide materials and in school support for those students who do not have access to these supports at home. 		
3	<p>Goal 5 to support target(s):</p> <p>Increase or maintain Silver level of Healthy School Inventory, and support wellness practices across our school, students and faculty.</p> <p>Wellness – Complete the Healthy Schools Program 6 Step Process online (https://schools.healthiergeneration.org) to maintain at least a Silver level of Healthy School Inventory.</p>		
	<p>Possible Data Sources to Measure Goal 5: Healthy School Inventory status after update, staff participation in Wellness programs</p>		
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <ol style="list-style-type: none"> Being Fit Matters data will show improvement of 10 points Healthy School Inventory will maintain or increase. Number of wellness activities will increase. Participation in wellness activities will increase. 	DecisionED/D W	
		2012-13 Actual	2013-14 Targets
		#	%
	<p>Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers)</p> <p>Action 1-Form Wellness SIP team</p> <p>Action 2-Evaluate Current Status on line (update Healthy School Inventory)</p> <p>Action 3- Create Action Plan on line to improve one or more items not year met</p> <p>Action 4 – Update Inventory</p>		

	<p>Plan to Implement Action 1: Form Wellness Team</p> <ul style="list-style-type: none"> Review instructions and support on Moodle Use School’s account to register all team members as contributors 		
	<p>Plan to Implement Action 2: Evaluate Current status on line (update Healthy School Inventory)</p> <ul style="list-style-type: none"> Submit inventory update 		
	<p>Plan to Implement Action 3: Create Action Plan on line to improve one or more items not year met</p> <ul style="list-style-type: none"> Explore resources to support improvement plans Implement action to meet selected inventory item 		
	<p>Plan to Implement Action 4: Update Inventory</p> <ul style="list-style-type: none"> Celebrate successes 		
3	<p>Goal 6 to support target(s):</p> <p>Increase Being Fit Matters fitness results for students in grades K – 5.</p>		
	<p>Possible Data Sources to Measure Goal 6: Being Fit Matters pre and post assessments</p>		
	<p>Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)</p> <ol style="list-style-type: none"> Being Fit Matters data will show improvement of 10 points # of students selecting fitness clubs will show an increase Students will show an interest in increasing fitness through selection of fitness activities during free choice time. 		

		2012-13 Actual	2013-14 Targets
		#	%
	Action Plans (strategies) to Accomplish Goal 6 (reduce or eliminate barriers) Action 1-Review district curriculum guides for assessment implementation Action 2- Pre assessment Action 3- Work with Students to Generate Goals Action 4 – Post Assessment		
	Plan to Implement Action 1: Review Curriculum Guidelines for Implementation <ul style="list-style-type: none"> Notify parents of Being Fit Matters program 		
	Plan to Implement Action 2: Pre Assessment <ul style="list-style-type: none"> Assess all students Upload results to FOCUS Print out report cards and share with students and families 		
	Plan to Implement Action 3: Work with Students to Generate Goals <ul style="list-style-type: none"> Plan lessons aligned to goal areas 		
	Plan to Implement Action 4: Post Assessment <ul style="list-style-type: none"> Assess all students Upload to FOCUS Share results with students and families 		
	H. Area 8: Early Warning Systems		
	1. <i>Attendance</i>		

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	Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/D W	Standard 5-5.2 Using Results for Continuous Improvement				
	<table border="1"> <tr> <td>Total Student Count</td> <td># Student – Tardy 10% or More</td> </tr> <tr> <td>836</td> <td>45</td> </tr> </table>	Total Student Count	# Student – Tardy 10% or More	836	45		
Total Student Count	# Student – Tardy 10% or More						
836	45						
3	Students absent 10 percent or more, as defined by district attendance policy	DecisionED/D W	Standard 5-5.2 Using Results for Continuous Improvement				
	<table border="1"> <tr> <td>Total Student Count</td> <td># Student – Absences 10% or More</td> </tr> <tr> <td>836</td> <td>96</td> </tr> </table>	Total Student Count	# Student – Absences 10% or More	836	96		
Total Student Count	# Student – Absences 10% or More						
836	96						
	2. Suspension						
	Students with one or more referrals						
	<table border="1"> <tr> <td># Students - 1+ Infractions</td> </tr> <tr> <td>50</td> </tr> </table>	# Students - 1+ Infractions	50				
# Students - 1+ Infractions							
50							
3		DecisionED/D W	Standard 5: Using Results for Continuous Improvement				
	Students with five or more referrals						
	<table border="1"> <tr> <td># Students - 5+ Infractions</td> </tr> <tr> <td>4</td> </tr> </table>	# Students - 5+ Infractions	4				
# Students - 5+ Infractions							
4							
3		DecisionED/D W	Standard 5: Using Results for Continuous Improvement				
	Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.						
	<table border="1"> <tr> <td># Students - 1+ In School Suspension Days</td> </tr> </table>	# Students - 1+ In School Suspension Days					
# Students - 1+ In School Suspension Days							

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	16		
3		DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. # Students - 5+ In School Suspension Days 0		
3		DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. # Students - 1+ Out of School Suspension Days 6		
3		DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. # Students - 5+ Out of School Suspension Days 1		
3	Students with ten or more in-school or out-of-school suspension days – NA # Students - 10+ Out of School Suspension Days 0	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
3	Students referred for alternative school placement - 2 students	DecisionED/D W	Standard 5: Using Results for Continuous

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			Improvement
3	Students expelled – NA	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
3	3. Retention	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	Students retained – 5 students: 1 Kindergartner, 2 - 2 nd graders, 2 – 3 rd graders		
1	Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
1	Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses 2 - 3 rd graders will be retained due to failure to meet FCAT and Portfolio criteria.	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
1	Students off track for graduation based on credits required to date for their cohort	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
1	4. Dropout Prevention	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate, that school’s improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at		

	http://schoolgrades.fl DOE.org/ .		
	Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/D W assuming drop out codes are W22 and w15	
1	Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
1	Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
1	Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/D W	Standard 5: Using Results for Continuous Improvement
1	I. Area 9: Parent Involvement		
	<p><i>Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).</i></p> <p>Based on parent involvement surveys completed by teachers 99% of our parents were involved in one or more of the opportunities available at our school. This includes attending conferences, volunteering, attending parent and family involvement opportunities, corresponding with teachers in the daily student planners, email, phone calls or personal contact.</p>	Narrative	Standard 5: Using Results for Continuous Improvement

3,4	J. Area 10: Additional Targets		
	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., Behavior for Goal 5) as needed.		
1-5	K. Problem-Solving		
	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.		
1-5	<i>Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.</i>	Narrative	
1-5	<i>Step 2: Brainstorm barriers that could prevent the school from achieving each goal.</i>	Narrative	
1-5	<i>Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).</i>	Narrative	
1-5	<i>Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.</i>	Narrative	
1-5	<i>Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.</i>	Narrative	
1-5	<i>Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.</i>	Narrative	
1-5	<i>Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).</i>	Narrative	
1-5	<i>Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).</i>	Narrative	
1-5	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.		

	Related goal Increase English Language Arts; Reading scores to 75% students achieving at level 3 and above on FCAT.	Narrative	
1-5	Topic, Focus and Content Data to Inform Instruction School-wide data managers attend training PLCs to support growth in Excel and other data management systems with the goal of bringing back information to support grade-level PLCs. In addition, reading coach and/or Reading SIP will provide training and/or refreshers for instructional and support staff. This would occur during the school day hours and support Pinellas County initiatives.	Narrative	
	Guided Reading K-5 In-house training for all instructional and support staff provided by the reading coach and/or Reading SIP.	Narrative	
	Incorporation of CCSS Twelve TDEs throughout the school year (6 primary and 6 intermediate teachers) to observe close reading and writing in response to reading demonstrations. The locations of these observations are to be determined.	Narrative	
	Reading Resources Identified materials and resources.	Narrative	
	Related goal Increase English Language Arts; Writing scores to 72% students achieving at level 3.5 and above.	Narrative	
1-5	Data to Inform Instruction School-wide data managers attend training PLCs to support growth in Excel and other data management systems with the goal of bringing back information to support grade-level PLCs. In addition, reading coach and/or Reading SIP will provide training and/or refreshers for instructional and support staff. This would occur during the school day hours and support Pinellas County initiatives.	Narrative	
	Guided Reading K-5 In-house training for all instructional and support staff provided by the reading coach and/or Reading SIP.	Narrative	
	Incorporation of CCSS	Narrative	

	Twelve TDEs throughout the school year (6 primary and 6 intermediate teachers) to observe close reading and writing in response to reading demonstrations. The locations of these observations are to be determined.		
	Reading Resources Identified materials and resources.	Narrative	
	Related goal Increase Mathematics scores to 69% students achieving at level 3 and above on FCAT.	Narrative	
	Facilitator or leader – Jan Lee and Kelly Leavens	Narrative	
1-5	Topic, focus and content Action 1- Explore more deeply <i>math inquiry/constructivist method (Ex. 5E’s, or modified gradual release model per Juli Dixon instructional model)</i> of instruction through school based and district level sessions/components. Action 2- Study <i>math talk/classroom discussions</i> utilizing Classroom Discussions: Using Math Talk to Help Students Learn by Chapin, O’Connor, & Anderson in a book study. Action 3- Develop an understanding of and use of <i>data tracking and math rubrics/scales</i> to monitor student achievement in math through school based discussion and curriculum meetings. Action 4- Explore resources (Go Math Interventions) and make additional purchases as appropriate to be used for the <i>Math Achievement Block</i> to enhance and enrich our math achievement.	Narrative	
	Participants (e.g., Professional Learning Community, grade level, school wide) <i>Teachers and support staff will attend select and attend trainings as appropriate for level and groups of students served to enhance and enrich math instruction.</i>	Narrative	
	Target dates or schedule (e.g., professional development day, once a month) <i>Selected professional education days and agreed upon after school sessions.</i>	Narrative	
	Strategies for follow-up and monitoring <i>Monitor Curriculum meeting calendar for Math topics, Classroom Discussions Book Study attendance logs, increased use of data tracking in math classrooms, use of new resources/purchases in math achievement block</i>	Narrative	
	Person responsible for monitoring <i>SIP leader and team, administrators</i>	Narrative	
	Related goal Increase Science scores to 63% students achieving at level 3 and above on FCAT.	Narrative	

	<i>Facilitator or leader - Jan Gosnell</i>	Narrative	
1-5	<p><i>Topic, focus and content</i> Action 1- Develop knowledge and implementation of effective and efficient use of data to support teachers in making instructional decisions through Action 2 - Develop knowledge and implementation of 5 E's Instructional Model. Action 3 - Develop knowledge and implementation of Science note booking to support classroom instruction Action 4 - Develop content and knowledge of Content literacy analyzing science probes (CLASP) Action 5 - Support school based Science Fair</p>	Narrative	
	<i>Participants (e.g., Professional Learning Community, grade level, school wide) PLCs and staff members</i>	Narrative	
	<i>Target dates or schedule (e.g., professional development day, once a month)</i> <i>Date for data training and discussions, science notebooking curriculum trainings and follow up, CLASP follow up, Science Fair date</i>	Narrative	
	<i>Strategies for follow-up and monitoring</i> <i>Monitor use of data to drive instruction in science, monitor quantitative and qualitative use of science notebooks, monitor use of CLASP, quantitative and qualitative measures of participants in Science Fair</i>	Narrative	
	<i>Person responsible for monitoring</i> <i>SIP leader, team and administrators</i>	Narrative	
	<i>Related goal</i> Reduce the number and percent of discipline incidents for each student subgroup by 40%.	Narrative	
	<i>Topic, focus, and content</i> Reduce referrals in each subgroup	Narrative	
1-5	<i>Facilitator or leader</i> <i>Stacey peters</i>	Narrative	
	<i>Participants (e.g., Professional Learning Community, grade level, school wide)</i> <i>Behavior SIP</i>	Narrative	
	<i>Target dates or schedule (e.g., professional development day, once a month)</i> <i>Professional Development: January Training (mandatory) Feb and March optional training session and Make and Take to address high referral areas at that time</i>	Narrative	
	<i>Strategies for follow-up and monitoring</i> <i>Behavior SIP review of Referral data and reporting out to whole staff at designated staff meetings.</i>	Narrative	

	<i>Person responsible for monitoring SIP leader, team and administrators</i>	Narrative	
	Related goal Increase parent involvement opportunities and participation in specific categories (parenting, communicating and community, learning at home) collecting baseline data this year to begin tracking specific elements of parent involvement opportunities and levels of participation.	Narrative	
	Facilitator or leader <i>Pat Whittaker</i>	Narrative	
1 - 5	Topic, focus and content <i>Parenting, Communicating and Community, Learning at home</i>	Narrative	
	Participants (e.g., Professional Learning Community, grade level, school wide) <i>Teachers, Staff and Parents</i>	Narrative	
	Target dates or schedule (e.g., professional development day, once a month) <i>Monthly across the school year.</i>	Narrative	
	Strategies for follow-up and monitoring <i>Monitor monthly offerings, Monitor levels/numbers of participants</i>	Narrative	
	Person responsible for monitoring <i>SIP leader, team and administrators</i>	Narrative	
	Related goal Increase or maintain Silver level of Healthy School Inventory, and support wellness practices across our school, students and faculty.	Narrative	
	Facilitator or leader <i>Misty Harmon</i>	Narrative	
	Topic, focus and content Action 1-Form Wellness SIP team Action 2-Evaluate Current Status on line (update Healthy School Inventory) Action 3- Create Action Plan on line to improve one or more items not year met Action 4 – Update Inventory	Narrative	

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	<i>Participants (e.g., Professional Learning Community, grade level, school wide) PLCs, school wide</i>	Narrative	
	<i>Target dates or schedule (e.g., professional development day, once a month) Event calendar for activities</i>	Narrative	
	<i>Strategies for follow-up and monitoring Number of participants in healthy choice activities</i>	Narrative	
	<i>Person responsible for monitoring SIP leader, team, administrators</i>	Narrative	
4	Part V: Budget		
	<i>Related goal</i> Increase English Language Arts; Reading scores to 75% students achieving at level 3 and above on FCAT.	Narrative	
	<i>Strategy</i> <i>Data to Inform Instruction</i> No budgetary allocation.	Narrative	
4	<i>Guided Reading K-5</i> Approximately \$500.00 for guided readers to be purchased as needed after assessing our resources here first.	Narrative	
4	<i>Incorporation of CCSS</i> Approximately \$500 for TDE coverage.	Narrative	
4	<i>Reading Resources</i> Approximately \$1,000 of intervention materials to be determined based on student need.	Narrative	
	<i>Data to Inform Instruction</i> No budgetary allocation.	Narrative	
4	Part V: Budget		
	<i>Related goal</i> Increase English Language Arts; Writing scores to 72% students achieving at level 3.5 and above.	Narrative	
	<i>Strategy</i> <i>Data to Inform Instruction</i>	Narrative	

	No budgetary allocation.		
4	<i>Guided Reading K-5</i> Approximately \$500.00 for guided readers to be purchased as needed after assessing our resources here first.	Narrative	
4	<i>Incorporation of CCSS</i> Approximately \$500 for TDE coverage.	Narrative	
4	<i>Reading Resources</i> Approximately \$1,000 of intervention materials to be determined based on student need.	Narrative	
	<i>Data to Inform Instruction</i> No budgetary allocation.	Narrative	
4	Part V: Budget		
	<i>Related goal</i> Increase Mathematics scores to 69% students achieving at level 3 and above on FCAT.	Narrative	
4	<i>Strategy</i> Action 1- Explore more deeply <i>math inquiry/constructivist method (Ex. 5E's, or modified gradual release model per Juli Dixon instructional model)</i> of instruction through school based and district level sessions/components. Action 2- Study <i>math talk/classroom discussions</i> utilizing Classroom Discussions by XXXXX in a book study. Action 3- Develop an understanding of and use of <i>data tracking and math rubrics/scales</i> to monitor student achievement in math through school based discussion and curriculum meetings. Action 4- Explore resources (Go Math Interventions) and make additional purchases as appropriate to be used for the <i>Math Achievement Block</i> to enhance and enrich our math achievement.	Narrative	
4	<i>Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)</i> <i>Action 1 – Professional Development through regularly scheduled curriculum meetings.</i> <i>Action 2 – Professional Development using research based strategies identified in text.</i> <i>Action 3 – Professional Development, use of technology</i> <i>Action 4 – Professional Development in the use of new Math curriculum resources and selected other materials and software.</i>	Narrative	
4	<i>Description of resources</i>	Narrative	

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4	<i>Funding source</i> <i>SIP and School Discretionary</i>	Narrative	
4	<i>Amount needed</i> <i>Up to \$2000 for researched and selected materials for intervention and enhancement of Math instruction.</i>	Narrative	
4	Part V: Budget		
	<i>Related goal</i> Increase Science scores to 63% students achieving at level 3 and above on FCAT.	Narrative	
4	<i>Strategy</i> Action 5 – Support school based Science Fair	Narrative	
4	<i>Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)</i> <i>Materials - Science Fair Boards, and Ribbons</i>	Narrative	
4	<i>Description of resources</i> <i>Purchases from vendors</i>	Narrative	
4	<i>Funding source</i> <i>SIP</i>	Narrative	
4	<i>Amount needed</i> <i>\$250.00</i>	Narrative	
4	Part V: Budget		
	<i>Related goal</i> Reduce the number and percent of discipline incidents for each student subgroup by 40%.	Narrative	
4	<i>Strategy</i> <i>Reduce referrals by providing means for positive reinforcements and incentives for following school wide guidelines for success.</i>	Narrative	
4	<i>Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)</i> <i>Bucket Filler Program (or other research based intervention for Spring Targeted positive intervention)</i>	Narrative	
4	<i>Description of resources</i> <i>Staff supports and materials to reduce levels of referrals</i>	Narrative	
4	<i>Funding source</i> <i>SIP for supports and materials. Incentives funded by PTA</i>	Narrative	
4	<i>Amount needed</i> <i>\$500.00</i>	Narrative	

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4	Part V: Budget		
	Related goal Increase parent involvement opportunities and participation in specific categories (parenting, communicating and community, learning at home) collecting baseline data this year to begin tracking specific elements of parent involvement opportunities and levels of participation.	Narrative	
4	Strategy	Narrative	
4	Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Evidenced based programs and materials	Narrative	
4	Description of resources Materials for workshops and community gatherings	Narrative	
4	Funding source SIP	Narrative	
4	Amount needed \$1,000	Narrative	
4	Part V: Budget		
	Related goal Increase or maintain Silver Level of Healthy School Inventory, and support wellness practices across our school, students and faculty.	Narrative	
4	Strategy	Narrative	
4	Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Resource Materials and speakers	Narrative	
4	Description of resources Books, videos, print materials	Narrative	
4	Funding source SIP	Narrative	
4	Amount needed \$700	Narrative	

4	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
	<i>Has the goal been achieved?</i>		
1-5	<i>If yes, what evidence do you see to indicate you have achieved the goal?</i>	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<i>If no, is desired progress being made to accomplish the goal?</i>	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<i>If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?</i>	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<i>If no, have the originally targeted barriers been eliminated or reduced?</i>	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	<i>If yes, what evidence do you see to indicate barriers have been eliminated or reduced?</i>	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<i>If no, are the original strategies being implemented with fidelity as designed?</i>	Narrative DecisionED	Standard 5: Using Results for Continuous

			Improvement
1-5	<i>If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.</i>	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<i>If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.</i>	Narrative	Standard 5: Using Results for Continuous Improvement