District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision 100% Student Success	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission WES is a safe learning environment conducive to various learning styles so that students achieve their highest level, resulting in the realization of adequate yearly progress.	Narrative	Standard 1-1.2: Purpose
Values	Values Commitment to Children, Families and Community Respectful and Caring Relationships; Culturally Competent; Integrity, Responsibility and Connectedness	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School Walsingham Elementary School	Narrative	
	☐ Principal's name Jessley Hathaway	Narrative	
	☐ School Advisory Council chair's name Kim Duffy	Narrative	
	2. *District-Level Information*		
	☐ 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	1. Describe the involvement of the SAC in the development of this school improvement plan. SAC is invited to sit in all SIP meetings and the SAC chair sat in on the SIP draft meeting.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. They will review and approve the SIP. They will stay updated with legislative initiatives. They will also offer suggestions on parent and community involvement initiatives.	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. Professional Development to prepare for Common Core Curriculum. Workshops to achieve our goals that are brought to us by our data.	Narrative	
3	4. 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: xYes, we are in compliance. ☐ No, we are not in compliance.	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	Name a) Jessley Hathaway. Principal b) Jocilyn Renee Sutter, Assistant Principal	Narrative	Executive Summary: Section 1
3	c) Credentials (degrees and certifications) Masters degree in Education Leadership	Narrative	Executive Summary: Section 1
3	**d)** Number of years as an administrator Hathaway – 3 yrs; Sutter – 2 yrs	Narrative	Executive Summary: Section 1

3	e) Number of years at the current school; Hathaway – new hire in July 2013; Sutter – 2 yrs	Narrative	Executive Summary: Section 1
1,2,3	e) 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) Walsingham 2009 –A; 2010 – B; 2011 – A; 2012 – B; 2013 C Mr. Hathaway Lynch Elementary 2011-2012 B: Reading: 62% at or above grade level, Math: 63% at or above grade level, Writing: 57% at or above grade level, Science: 47% at or above grade level, Learning Gains in Reading: 64% Math: 83%; Lowest 25% in Reading: 59%, Math: 76% Lynch Elementary 2012-2013 C - Reading: 61% at or above grade level, Math: 57% at or above grade level, Writing: 34% at or above grade level, Science: 52% at or above grade level, Learning Gains in Reading: 68% Math: 61%; Lowest 25% in Reading: 58%, Math: 56% Walsingham Elementary 2011-2012 B: No AYP Reading: 54% at or above grade level, Math: 52% at or above grade level, Writing: 76% at or above grade level, Science: 52% at or above grade level, Learning Gains in Reading: 62% Math: 69%; Lowest 25% in Reading: 71%, Math: 61% Walsingham Elementary 2012-2013 C - Reading: 51% at or above grade level, Math: 48% at or above grade level, Writing: 60% at or above grade level, Science: 41% at or above grade level, Learning Gains in Reading: 63% Math: 62%; Lowest 25% in Reading: 61%, Math: 63%		
	2. *Instructional Coaches*		Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name Shelly Pompei-Holder	Narrative	Executive Summary: Section 1

	b) Subject area Reading	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications) BS Elementary Ed MS Curriculum and Instruction	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach 1	Narrative	Executive Summary: Section 1
	e) Number of years at the current school 1	Narrative	Executive Summary: Section 1
1,2	f) 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) **2009 –A; 2010 – B; 2011 – A; 2012 – B; 2013 C** Safety Harbor Elementary teacher last year (teaching since 2000). SHE received and A with Reading: 63% at or above grade level, Math: 55% at or above grade level; Science: 45% at or above grade level; Writing: 85% at or above grade level. Reading Learning gains at 69%; Math at 80%. Lowest 25% for Reading at 74% and Math at 78% Walsingham Elementary 2012-2013 C - Reading: 51% at or above grade level, Math: 48% at or above grade level, Writing: 60% at or above grade level, Science: 41% at or above grade level, Learning Gains in Reading: 63% Math: 62%; Lowest 25% in Reading: 61%, Math: 63%	DecisionEd/DW	
	g) Full-time or Part-time Part time	Narrative	Executive Summary: Section 1
	h) School-based or District-based District based	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees 50	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher VAM scores unavailable at this time	Narrative	

3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) NA	Narrative	Executive Summary: Section 1	
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S. 100%	Narrative	Executive Summary: Section 1	
2	e) % ESOL endorsed 34%	DecisonED/DW	Executive Summary: Section 1	
2	f) % reading endorsed 8%	DecisionED/DW	Executive Summary: Section 1	
3	g) % with advanced degrees 38%	DecisionED/DW	Executive Summary: Section 1	
3	h) % National Board Certified 4%	DecisionED/DW	Executive Summary: Section 1	
	i) % first-year teachers 6.0%	DecisionED/DW	Executive Summary: Section 1	
	i) % with 1-5 years of experience 20%	DecisionED/DW	Executive Summary: Section 1	
	j) % with 6-14 years of experience 32%	DecisionED/DW	Executive Summary: Section 1	
	k) % with 15 or more years of experience 42%	DecisionED/DW	Executive Summary: Section 1	
	4. *Paraprofessionals*		Executive Summary: Section 1	
	a) # of paraprofessionals NA	Narrative	Executive Summary: Section 1	
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) NA	Narrative	Executive Summary: Section 1	
	5. *Teacher Recruitment and Retention Strategies*			
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. Exhaustive search and interviews for the best candidates; Mentors – supportive environment	Narrative	Standard 2: Governance and Leadership	

	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons; mentors are paired with mentees who have similar job descriptions	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	1. 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. Our School Based Leadership Team meets for one hour each week in the mornings and again for 2 hours one time per month in the afternoon. We meet to discuss and coordinate the functions of RtI. A common vision is shared among our team in which we analyze and make data-based decisions. As a team we decide on intervention supports to offer to our educators in order to ensure that all our students are getting every opportunity to be successful learners. We meet to: check the fidelity of interventions put in place, to assess the RtI skills of school staff, to ensure that adequate professional development is occurring to support our RtI implementation, and to check that adequate intervention support and documentation is taking place. We hold additional meetings as needed with the parents, teachers and intervention providers of students who have been identified as struggling learners; during which we complete Problem Solving Worksheets &/or Positive Behavior Intervention Plans to document the needs and supports for the individual children	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	2. 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? Principal – Jess Hathaway- Facilitator, Assistant Principal – Renee Sutter- Assistant Facilitator, Guidance Counselor – Margaret Diaczyk-Brillant- Note taker, Social Worker – Laura Ingham- Team Member, School Psychologist and Diagnostician – Mark Cresap – Time keeper, Speech – Bill Rooney- Team Member, ESE – Kim Duffy- Team Member, ESE – Renee McDaniel-Team Member	Narrative	Standard 2-2.4: Governance and Leadership

4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. Monthly data chats at grade level PLCs, Weekly SBLT, Monthly PBS meetings, Weekly and bimonthly OPM (academic and behavior) Review of Tier 1 data including FCAT, FAIR, Common Assessments at least three times a year.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). EDS, FOCUS, Behavioral charts, PMRN, AIMS web (Tier 3) , DIBELS (Tier 2), FLDOE website, Class Dojo, CPALMS, and review the results of the psychologists and social worker's assessments	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. Through weekly grade level professional learning communities, new processes and procedures will be presented to the staff. Monthly data chats will also be discussed/analyzed by the MTSS staff and instructional staff.	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		
2	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). After we see the ELP budget for the 2013-2014 school year, the staff and administration will collaborate on the best way to use the funds based upon the data. We are exploring ways to increase student instructional time that is within instructional staff day to better serve the needs of our students.	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. Grade level team leaders, ESOL, ESE and Specialists team leaders and administrators.	Narrative	Executive Summary: Section 1
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1

2	2. What will be the major initiatives of the LLT this year? Monthly Meetings	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student. Unwrapping CCSS with articulation for planning TDQs. These will be reflected in our IPDPs. Reading/Writing is taught across the content areas.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable. Spring Open House for upcoming Kindergarten students and reach out to Head Starts and invite them to come and take a tour of the school. Kindergarten expectations articulation to local preschools.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		

	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3 33.2%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above AchievementLevel 4 15.6%	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6 16.7% (1)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 83.3% (5)	DecisionED/DW	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA) FCAT 2.0: 36.9% (90) FAA: 33.3% (2)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT2.0) 61%	DecisionED/DW	Assessment Matrix
	d) Comprehensive English Language Learning Assessment (CELLA)		
1	☐ 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) Listening: 41.3% (26) Speaking: 40.6% (26)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) Reading: 29.7% (19)	DecisionED/DW	Assessment Matrix

1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) Writing: 26.6% (17)	DecisionED/DW	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)		
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 FCAT: Asian: 65.2% (15) Black: 42.3% (11) Hispanic: 32.4% (12) 2 or more races: 35.7 (5) White: 52.8% (76) SWD: 22.6% (7) LEP: 14.8% (4) ED: 39.4% (56) FAA: Asian: 100% (1) Black: 100% (3) White: 100% (2) SWD: 100% (6) LEP: 100% (1) ED: 100% (5)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	f) Postsecondary readiness		
	The following data shall be considered by high schools.		
	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/DW	Assessment Matrix

	Goal 1 to support target(s): Increase the number of students proficient in literacy from 48.8% by a minimum of 5 percentage points while decreasing the students scoring levels 1 and 2 by 3 percentage points. Per Bradley MOU: Increase the percentage of African American students scoring level 3 or higher to meet target AMO – 42%	Narrative			
	Possible Data Sources to Measure Goal 1: Journey's weekly assessments, reading notebooks, writing notebooks and science notebooks, FAIR, Common Assessments	Narrative DecisionED			
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1. Percentage of students scoring proficient level 3 on Reading FCAT 2.0.	**#** **81**	**%** **51**	96#	55%
	2. Percentage of students scoring proficient level 4+ on Reading FCAT 2.0	**#** **38**	**%** **15.6**	51#	22%
	3.	**#**	**%**	**#**	**%**
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- Team Planning	Narrative			
	Action 2- Professional Development	Narrative			
	Action 3- Utilizing Reading Coach	Narrative			
	Action 4- Increase Differentiated Instruction	Narrative			
	Plan to Implement Action 1: Teams delivery will meet daily during their common planning	Narrative			

	time to discuss and plan instructional models.		
	Plan to Implement Action 2: Teachers will participate in a needs assessment to determine areas where professional development is needed in reading aligned with the CCSS.	Narrative	
	Plan to Implement Action 3: Teams will set up times with the reading coach to facilitate un-wrapping the literacy standards in ELA CCSS. The reading coach will model/co-teach literacy lessons and strategies.	Narrative	
	Plan to Implement Action 4: Teams will continuously look at the data in PLC's every 6 weeks to determine if the differentiated instructional groups (Core, Tier II, Tier III, enrichment) need to be diversified.	Narrative	
	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above 3.5 56.2% (41) of Walsingham's 2012-2013 4th grade students scored 3.5 or above on the 2013 Spring Writing FCAT	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4 NA	DecisionED/DW	Assessment Matrix
	Goal 2 to support target(s): Increase the number of students proficient in writing from 56.2% by a minimum of 5 percentage points while decreasing the students scoring levels 1 and 2 by 3 percentage points. Per Bradley MOU : Increase the number of African American students scoring level 3.5+ on Florida Writing Assessment	Narrative	

		2012-13 Actuals		2013-14 Targets	
Possible Data Sources to Measure Goal 2: Writing Journals using rubrics that relate to CCSS according to Journey's Curriculum, FCAT writes in 4th grade, reading, math and science journals.	Narrative DecisionED/DW				
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)		**2012-13 Actuals**		**2013-14 Targets**	
1. Percentage of students scoring proficient level 3.5 on Florida Writes assessment.		**#** 41	**%** 56.2	50#	61%
2.		**#**	**%**	**#**	**%**
3.		**#**	**%**	**#**	**%**
Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)					
Action 1- Increase the rigor of writing throughout all curriculum areas.	Narrative				
Action 2- Team Planning	Narrative				
Action 3- Professional Development	Narrative				
Action 4- Technology	Narrative				
Plan to Implement Action 1: The students will have journals for all subject areas to write and reflect on classroom instruction and what they learned.	Narrative				
Plan to Implement Action 2: Teams will meet daily during their common planning time to discuss and plan relevant writing instruction correlated with all subjects.	Narrative				
Plan to Implement Action 3: Teachers will participate in a needs assessment to determine areas where professional development is needed in writing aligned with the new CCSS.	Narrative				
Plan to Implement Action 4: Students will participate in basic keyboarding skills during their computer lab time.	Narrative				

	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at Achievement Level 3 27.9% (68)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 16.8% (41)	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6 33.3% (2)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 66.7% (4)	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA) FCAT: 36.1% (88) FAA: 16.7% (1)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) 63%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	i) *Annual Measurable Objectives (AMOs)* FCAT: Asian: 73.9% (17) Black: 38.5% (10) Hispanic: 32.4% (12) 2 or more races: 14.3% (2) White: 47.2% (68) SWD: 19.4% (6) LEP: 22.2% (6) ED: 37.3% (53)		

	FAA: Asian: 100% (1) Black: 100% (3) White: 100% (2) SWD: 100% (6) LEP: 100% (1) ED: 100% (5)		
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 NA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. *High School Mathematics*		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	b) *Annual Measurable Objectives (AMOs)*		
1	☐ Studentsubgroups (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/DW FCAT 2.0 only	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	d) *Postsecondary readiness*		

1	☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	3. ***Middle School Acceleration***		
	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. ***Algebra 1 End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. ***Geometry End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): Increase the number of students proficient in math from 44.7% by a minimum of 5 percentage points while decreasing the students scoring levels 1 and 2 by 3 percentage points. Per Bradley MOU requirement: Increase the percentage of students in the African American sub groups scoring level 3+ on FCAT 2.0 to AMO target of 54%	Narrative	
	Possible Data Sources to Measure Goal 3:	DecisionED/DW	

		2012-13 Actuals		2013-14 Targets	
	Common Assessments, Weekly Go Math assessments, Math journals measured by a rubric score that is aligned to CCSS.				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)				
	1. Percentage of students scoring level 3 on Math FCAT 2.0	# 68	% 48	78#	53%
	2. Percentage of students scoring level 4+ on Math FCAT 2.0	# 41	% 16.8	51#	22%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Team Planning	Narrative			
	Action 2- Professional Development	Narrative			
	Action 3- Technology	Narrative			
	Action 4- Built in 30 minute math intervention	Narrative			
	Plan to Implement Action 1: Teams will meet daily during their common planning time to discuss and plan instructional delivery models for Math.	Narrative			
	Plan to Implement Action 2: Teachers will participate in a needs assessment to determine areas where professional development is needed in math aligned with the new CCSS.	Narrative			
	Plan to Implement Action 3: Students will access the following computer programs (Think Central, Destination Success, FCAT Explorer) during small group intervention as well as individual work times.	Narrative			
	Plan to Implement Action 4: Teams will use assessments to determine small groups/individuals for differentiated math instruction.	Narrative			

	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at Achievement Level 3 23.0% (20)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 16.1% (14)	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6 NA	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 NA	DecisionED/DW	Assessment Matrix
	2. *High School Science*		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. *Biology 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		

1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

	Goal 4 to support target(s): Increase the number of students proficient in reading from 39.1% by a minimum of 5 percentage points while decreasing the students scoring levels 1 and 2 by 3 percentage points.			
	Possible Data Sources to Measure Goal 4: Common Assessments, end of unit assessments in Fusion, Science Lab assessments (3rd, 4th, 5th Grade), Science journals, science workshops.	DecisionED/DW		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
	1. Percentage of students scoring level 3 on FCAT science	# 28	% 41	38#	46%
	2. Percentage of students scoring level 4= on FCAT science	# 14	% 16.1	20#	22%
	3.	#	%	#	%

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1- Team Planning		
	Action 2- Professional Development		
	Action 3- Science Lab		
	Action 4- Technology		
	Plan to Implement Action 1: Teams will meet daily during their common planning time to discuss and plan instructional delivery models for Science.		
	Plan to Implement Action 2: Teachers will participate in a needs assessment to determine areas where professional development is needed in science aligned with the new CCSS.		
	Plan to Implement Action 3: Teachers will teach the science workshops as provided by the county and then 3rd, 4th and 5th grade will utilize the science lab. Grades Kdg, 1st and 2nd will provide the science workshops in their classrooms.		
	Plan to Implement Action 4: Teachers will utilize Think Central, Brain Pop, Learn 360 videos, the World Wide Web, during their science lessons for researching.		
	The following data shall be considered by middle and high schools.		
1	☐ Students enrolling in one or more CTE courses	DecisionED/DW	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW	
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix

1	☐ CTE program concentrators	DecisionED/DW	
3	☐ CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the U.S. History EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s):		
	Possible Data Sources to Measure Goal 5:	DecisionED/DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
		#	**%**	**#**	**%**
	1.	#	%	#	%
	2.	#	%	#	%
	3.	#	%	#	%

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1-		
	Action 2-		
	Action 3-		
	Action 4-		
	Plan to Implement Action 1:		
	Plan to Implement Action 2:		
	Plan to Implement Action 3:		
	Plan to Implement Action 4:		
	H. Area 8: Early Warning Systems		
	1. *Attendance*		
3	☐ Students tardy 10 percent or more, as defined by district attendance policy 161	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy 139	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals 68	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals 17	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 9	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 12	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐Students referred for alternative school placement 0	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained 7	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
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/DW	Standard 5: Using Results for Continuous Improvement
1	o 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 Number of students retained in 3rd grade = 5	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. *Dropout Prevention*		
	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.fldoe.org/.	DecisionED/DW assuming drop out codes are W22 and w15	
1	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

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/DW	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/DW	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/DW	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4	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). Parent Involvement Activities occur throughout the year. The number and percentage of parent involvement will vary depending on the activity and will range from 10% to 85%. Signature sheets available on request. Teachers utilize student planner daily to inform parents of students progress in class, upcoming events as well as other information pertinent to school and class happenings. Parents utilize the planners daily to check on their child's progress, and as the first preferred method to maintain regular communication with their child's teacher. Schools office staff will: -Greet visitors to the school in a positive and professional manner. -Maintain a main office that is clean and tidy, demonstrating a focus on students and families -Provide regular and predictable, high value School Messenger calls to the whole school or subgroup as appropriate. -Provide a high quality up-to-date website that includes: School name, mascot, and logo School mission statement Office hours, bell schedule, dress code, attendance requirements		

	Telephone, fax, and email contact information Links for: Directions to the school Pcsb.org		
	J. Area 10: Additional Targets		
1-5	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., under Social Sciences for Goal 5) as needed.		
	K. Problem-Solving		
1-5	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.	Narrative	
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. Literacy Goal: Increase the number of students proficient in literacy from 48.8% by a minimum of 5 percentage points while decreasing the percentage of students scoring levels 1 and 2. Math Goal: Increase the number of students proficient in math from 44.7% by a minimum of 5 percentage points while decreasing the percentage of students scoring levels 1 and 2. Science Goal: Increase the number of students proficient in reading from 39.1% by a minimum of 5 percentage points while decreasing the percentage of students scoring levels 1 and 2. Writing Goal: Increase the number of students proficient in reading from 56.2% by a minimum of 5 percentage points while decreasing the percentage of students scoring levels 1 and 2.	Narrative	

1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. Teaching CCSS but being assessed on NGSS, while preparing for PARCC. State adopted materials do not provide authentic high level complex literacy tasks. Teachers are unfamiliar with the process of integrating writing, science and social studies within CCSS and practice standards	Narrative	
1-5	☐ 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). 1. Teachers are unfamiliar with the process of integrating writing, science and social studies within CCSS and practice standards. 2. Teaching CCSS, but students are assessed according to NGSS while preparing for possibility of PARCC. 3. State adopted materials do not provide authentic high level complex literacy tasks.	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. 1. Utilize Reading Coach to model the processes of integrating writing, science, social studies, aligned with CCSS in reading. 2. Continue to have students utilize FCAT Explorer as we gradually shift to an alternative state assessment. 3. Teams will plan during common planning times using the DOK levels of questioning/responding to provide higher level literacy tasks.	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. 1. Provide on-site and off-site professional development on how to integrate writing, science and social studies into the reading curriculum. 2. Provide a positive support system for teachers as they are un-wrapping the CCSS. 3. Teachers will use alternative resources to increase high level literacy tasks (teacher selected fiction/nonfiction samples of literature to compare and contrast the samples provided and reflect upon them to increase rigorous vocabulary and text dependent thinking skills).	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	

Action Step	Who	What	Where	When		
Unwrapping CCSS (in depth study of the grade level Common Core State Standards –CCSS)	Instructional Staff, Team Leaders and Learning Specialist, Reading Coach and Administration	Collaborative Studies using the Common Core Resource Packet provided by Pinellas County Schools during PLCs	On site (whole group and grade level groups), District Wide Training, and courses offered on Moodle.	Weekly during PLC's and daily during team planning times.		
Collaborative Planning (teams lesson planning together)	Instructional Staff (grade level teams), Reading Coach, and Administration	Identifying varied complex text resources using the Common Core Resource Packet provided by Pinellas County. Teachers will utilize the teacher manuals for core subjects as well as interventions.	On site (whole group and grade level groups) and District Wide Training and courses offered on Moodle. At Cross Grade Curricula PLC's	Daily Planning during common planning times. Sharing among staff during cross grade collaborations, and school wide curriculum meetings.		
Appropriate Assessments (ex. FAIR testing, Teacher's College running records 3X per year, etc.)	Instructional Staff, ESOL, ESE, hourly teachers and Administration	Provide a schedule for the teachers to administer assessments in timely manner. Copies of Running Records will be readily available	All assessments will take place in the classroom or in a small group setting. The Running Record	During the District/State mandated assessment windows. Running Records and informal assessments will be administered		

			for teachers to access.	copies will be housed in the intervention materials room.	according to student data.		

☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).

Narrative

Action Step	Who	What	Where	When
PLC Minutes	Team Leader, Administration	Rich discussion based on student data (informal, progress monitoring, and formal), interventions that are being used and differentiation of core instruction.	In a grade classroom, data room or administrator office.	During the next weekly PLC meeting the minutes will looked over and discussed
Administrative Walkthroughs	Principal, Assistant Principal, District/Area Supervisor, Coaches, SBLT Members	They will utilize the Professional Indicators for Teacher Evaluation. The administration will look for school-wide trends for effective rigorous core	In classrooms and school-wide	Bi-weekly/monthly

1-5

			instruction				
	Data Analysis by Instructional Staff	Instructional staff, administration, SBLT members	After looking at initial grade level data the teams will group their students according to abilities for differentiation for interventions. Look at the progress monitoring data to see the trends in Tier II and Tier III.	This will take place in our school data room and in grade level PLC's.	Weekly in PLC's and Monthly with Instructional staff and SBLT members		

	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).					Narrative	
	Action Step	Who	What	Where	When		
	PLC's Minutes/Reflective notes	Team leader/Administrators	Key points from the group discussion and feedback from administration on the PLC minutes	In a grade classroom, data room or administrator office.	Weekly PLC meeting		
1-5	Administrative Walkthroughs	Principal, Assistant Principal, District/Area Supervisor, Coaches, SBLT Members	Look at and discuss the data/trends (positive & negative) complied	In the teachers classroom, administrators office or during staff	Bi-weekly/Monthly		

			from the walk through	meeting			
	Data Analysis by Instructional Staff	Instructional staff, administration, SBLT members	Look at ongoing progress monitoring to see if there is an upward trend in the data.	This will take place in our school data room and in grade level PLC's.	Weekly in PLC's and Monthly with Instructional staff and SBLT members		
	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.					Narrative	
1-5	☐ Related goal Staff to attend additional professional development in the areas of literacy, math, science and writing as related to CCSS; provide staff professional development onsite through book studies, breakout sessions, etc. Once a month there will be whole staff professional development training (curriculum meetings) based on information provided by learning specialists, LLC, Reading Coach. PLC's meet weekly for team planning and data chats. In addition, teams are planning core instruction together daily.					Narrative	
	☐ Topic, focus, and content Raising Rigor in all subject areas					Narrative	
	☐ Facilitator or leader Various Teacher Leaders, LLC Team, Administration, Coaches, District personnel					Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) School wide staff					Narrative	
	☐ Target dates or schedule (e.g., professional development day, once a month) Grade Level PLCs, Curriculum Meetings, Professional Development Days, Evening components					Narrative	
	☐ Strategies for follow-up and monitoring PLC minutes sheets are reviewed by administrators and teams will receive immediate feedback.					Narrative	

	☐ Person responsible for monitoring Administrative Team	Narrative	
	Part IV: Coordination and Integration		
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.	Narrative	
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	☐ Related goal Utilize the budget for professional development and materials in the areas of literacy, math, science and writing as related to CCSS; provide staff professional development onsite through book studies, breakout sessions, etc	Narrative	

4	☐ Strategy Support and Instruction	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Professional Development and needed materials	Narrative	
4	☐ Description of resources To be determined	Narrative	
4	☐ Funding source Internal funds	Narrative	
4	☐ Amount needed $100.00 per goal	Narrative	
	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.		
1-5	☐ Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o 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.		Standard 5: Using Results for Continuous Improvement