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| **District VMV**  **Goals** | **School Improvement Information** | **Data & Information Sources** | **AdvancED** | | |
|  | **Part I: Current School Status** |  |  | | |
|  | **A. School Information** |  |  | | |
|  |  School  Garrison-Jones Elementary | Narrative |  | | |
|  |  Principal’s name  Karen Buckles | Narrative |  | | |
|  |  School Advisory Council chair’s name | Narrative |  | | |
|  | **Pinellas County School District** |  |  | | |
|  | **Michael A. Grego Ed.D.,** Superintendent |  |  | | |
|  | **September 23, 2014,** Date of school board approval of SIP |  |  | | |
|  | 1. **School’s Vision and Mission**   **Vision:**  100% Student Success --Together We Succeed --TEAMWORK!  **Mission:**  We believe that the purpose of education is to develop the whole child through a broad based curriculum, a positive self-concept, creativity, self-discipline, values and life skills.  **Values:**  Foster a love of learning for all children.  All children need love and nurturing.  All children have the right to feel safe.  Honesty and Respect for self and others. |  |  | | |
| Vision | **Provide the School’s Vision Statement:**  100% Student Success --Together We Succeed --TEAMWORK! | Narrative | Standard 1-1.1, 1.2: Purpose | | |
| Mission | **Provide the School’s Mission Statement:**  We believe that the purpose of education is to develop the whole child through a broad based curriculum, a positive self-concept, creativity, self-discipline, values and life skills. | Narrative | Standard 1-1.2: Purpose | | |
| Values | 1. **Values (DOE School Environment)**   Foster a love of learning for all children.  All children need love and nurturing.  All children have the right to feel safe.  Honesty and Respect for self and others. | Narrative | Standard 1-1.3: Purpose | | |
| DOE | * 1. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students.   The use of the PRIDE program to build awareness of positive behaviors  Bucket Fillers  Monthly Round-Up celebration  Principals Multicultural Advisory Committee  Enrichment Clubs | Narrative |  | | |
| DOE | * 1. Describe how the school creates an environment where students feel safe and respected before, during and after school.   The PRIDE assembly kick-off is one way in which we remind students of safety and responsibility expectations at the beginning of every school year.  Morning announcements and the use of safety patrols to remind students of “safety first” on campus.  Guidance monthly class lesson(s) focused on safe choices and anti-bullying awareness. | Narrative |  | | |
| DOE | * 1. Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.   ***See Attached Behavior Plan*** | Narrative |  | | |
| LEGIS | * 1. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.   Guidance Counselor, Social Worker, and Behavior Specialists provide group(s) instructions based on needs of students and their emotional needs as a pull out. They push into classroom for whole class instructional based on grade level or other needs of specific to that class. | Narrative  DOE moved warning system here but we have it later in the plan |  | | |
|  | **B. School Advisory Council (SAC)** |  |  | | |
| DOE | **Membership**   1. Identify the name and stakeholder group for each member of the SAC.   Dean Kuhn-- President  Brain Schuh—Parent  Karen Buckles—Principal  Renee Nellenbach—Assistant Principal  Jessica Beitez-Bays—Parent  Cynthia Gay—Grand Parent  Nancy Guitierrez – Parent  JoAnn Riani—1st Grade Teacher  Lorena Kogan—2nd Grade Dual Immersion  Mark Pilgrim-- Parent  Loretta Spicer—Secretary/Bookkeeper | Narrative | Standard 2-2.4, 2.5: Governance and Leadership | | |
| DOE | 1. Evaluation of last year’s school improvement plan   The SAC committee in-conjunction to support the SIP administered surveys to get parent feedback about the goals and the direction of the school. The SAC committee also focused on learning about the CCSS and instructional practices that were being used within the classroom and then they shared their knowledge with the community. |  |  | | |
| DOE | 1. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.   Our amount is 3, 362.00. The budget will be spent on supporting on the staff needs of book studies based on CCSS for mathematics and reading, as well as resources that will allow full implementation of the CCSS across all grade levels and content levels. |  |  | | |
| 3  DOE | 1. Describe the involvement of the SAC in the development of this school improvement plan.   The SAC works collaboratively with staff to develop and support the SIP. SAC also provides oversight through the school year to ensure implementation of the SIP throughout the school year. |  |  | | |
| 3  DOE | 1. Describe the activities of the SAC for the upcoming school year.   The SAC committee meets monthly the first Monday of each month, except for holidays. Survey to teachers, staff, and community for their input, and to review the SIP on regular basis. The SAC will also observe and review school wide data, assessments, and results throughout the entire school year. Support the PTA and their initiatives and to tie them into the needs of the teachers. Along with instructional staff they plan for parent night information sessions on standards-based instruction. | Narrative |  | | |
| 4  DOE | 1. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget and plan.   The projected amount of funds is $4,000.00. The funds will be used to provide planning days for teachers. | Narrative |  | | |
| 3  Legist | 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:   * **X** Yes, 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 |  | | |
| All | **C. Leadership Team** |  |  | | |
| All | **Membership** |  |  | | |
|  | Identify the name, email address and position title for each member of the school leadership team and their duties  Karen Buckles—Principal; [bucklesk@pcsb.org](mailto:bucklesk@pcsb.org)  Renee Nellenbach—Assistant Principal; [NELLENBACHR@pcsb.org](mailto:NELLENBACHR@pcsb.org)  Vanessa Lofstedt—Guidance Counselor; [lofstedtv@ocsb.org](mailto:lofstedtv@ocsb.org)  Bob Cormier—Behavior Specialists; [cormierb@pcsb.org](mailto:cormierb@pcsb.org)  Suzanne Williams—Media Specialists; WILLIAMSSUZ@pcsb.org  Donna Hardman—DMT; [hardmand@pcsb.org](mailto:hardmand@pcsb.org)  Loretta Spicer—Bookkeeper; [spicerlo@pcsb.org](mailto:spicerlo@pcsb.org) |  |  | | |
| 3 | For each of your school’s administrators (principal and all assistant principals), complete the following fields: |  | Executive Summary: Section 1 | | |
|  | Name(s):  Karen Buckles (Principal)  Renee Nellenbach (Assistant Principal) | Narrative | Executive Summary: Section 1 | | |
| 3 | b) Credentials (degrees and certifications)  Karen Buckles -- Master of Science in Educational Leadership; Bachelor of Science in Exceptional Education K-12 ; Gifted Endorsement, ESOL Endorsed  Renee Nellenbach—Educational Specialists- Educational Leadership, Masters Degree- Elementary Education (Specialized in Ed. Tech); Bachelor of Arts- Elementary Education, ESOL Endorsed | Narrative | Executive Summary: Section 1 | | |
| 3 | c) Number of years as an administrator  Karen Buckles—17 years  Renee Nellenbach—3 year | Narrative | Executive Summary: Section 1 | | |
| 3 | d) Number of years at the current school;  Karen Buckles—8 years  Renee Nellenbach—0 years | 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)~~ | ~~DecisonEd/DW~~ |  | | |
| DOE | **D. Public and Collaborative Teaching** |  | Executive Summary: Section 1 | | |
|  | 1. **Instructional** |  |  | | |
|  | 1. # of instructional employees   **63** | DecisionEd/DW | Executive Summary: Section 1 | | |
| 3 | 1. % receiving effective rating or higher   **100%** | Narrative |  | | |
| 3 | 1. % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)   **91%** | Narrative | Executive Summary: Section 1 | | |
|  | 1. % certified in-field, pursuant to Section 1012.2315(2), F.S.   **9%** | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. % ESOL endorsed   **55%** | DecisonED/DW | Executive Summary: Section 1 | | |
| 2 | 1. % reading endorsed   **1%** | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | 1. % with advanced degrees   **30%** | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | 1. % National Board Certified   **.5%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % first-year teachers   **0%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % with 1-5 years of experience   **24%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % with 6-14 years of experience   **40%** | DecisionED/DW | Executive Summary: Section 1 | | |
|  | 1. % with 15 or more years of experience   **25%** | DecisionED/DW | Executive Summary: Section 1 | | |
| 2,4 | 2. ***Paraprofessionals*** |  | Executive Summary: Section 1 | | |
|  | 1. # of paraprofessionals   **15** | Narrative | Executive Summary: Section 1 | | |
|  | b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) | Narrative | Executive Summary: Section 1 | | |
| 3 | 3. ***Teacher Recruitment and Retention Strategies*** |  |  | | |
| 3 LEGIS | Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.  Garrison-Jones Elementary is a work place where there is a plethora of interested highly qualified educators waiting to get the opportunity to be a member of our staff. We recruit highly qualified educators by looking at applicants who have a strong understanding of data-driven instructional practices, MTSS processes, and who are familiar and comfortable with the use of the Common Core State Standards.  We retain highly qualified educators by offering a collaborative working environment where the focus is placed on instructional strategies that allow our students to foster a love of learning, while we develop the whole child. Our teachers are exposed to the current trends in education through weekly grade level Professional Learning Communities, monthly faculty meetings, and monthly vertical articulation meetings across grade levels, as well as training opportunities that are focused on the implementation of integrating the Common Core across all grade levels and content areas. Garrison-Jones Elementary is a place where our staff is proud to say they are part of our Pioneers for the future. Our administrators, Karen Buckles- Principal and Renee Nellenbach- Assistant Principal, oversee the hiring process at Garrison-Jones. | Narrative | Standard 2: Governance and Leadership | | |
| 3 LEGIS | Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative planning and instruction. We build a strong sense of community within our grade level teams as they meet weekly to build collaborative lesson plans. They also meet weekly in PLC’s to talk about student data, strategies they have used for successful instructional practices, as well as other concepts that are related to their grade level. The faculty meets monthly in vertical articulation meetings to discuss students, data, and current student trends. The administrative team provided many opportunities throughout the school year to build relationships and a sense of belonging to out Pioneer Family from coffee in the morning during our faculty meetings or professional development, to end of the year BBQ and beginning of the year welcome back breakfast, as well as many other team building exercises throughout the school year that help us add our piece to the Garrison-Jones Puzzle! We also have monthly recognition of a staff member that is a “Bucket Filler” with a month long special parking place. There is a Kudos section in the Friday Report where administrators, staff, and teachers can show their appreciation for one another. Here at Garrison-Jones the focus is on building a positive working environment focused teamwork, collaboration, and relationships. |  |  | | |
| 3 | 4. ***Teacher Mentoring Program/Plan*** |  |  | | |
| 3  DOE | 1. Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.  * **Beginning of the year orientation for teachers new to the school.** * **Monthly conferences by mentors with new teachers to assist new teachers in analyzing data in order to improve instruction.** * **Assist new teachers with planning to provide insight and feedback to improve teacher’s performance and effectiveness. Model effective instructional techniques, monitor progress and activities, document observations, maintain logs and records.** * **Support new teachers’ professional growth by assisting the teachers in meeting teacher professional expectations as defined by the Teacher Performance Appraisal.** * **Teachers invited to monthly team-building activities**. | 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.   The SBLT will be responsible for managing and coordinating these efforts between all teams as well as reviewing and revising the School Improvement Plan. Detailed minutes are distributed to all staff members after each meeting and the RtI Facilitator (School Counselor) maintains electronic copies of all meeting minutes.  The SBLT engages in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or are at moderate/high risk for not meeting benchmarks | 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 for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP?  Facilitator and Time Keeper: School Counselor; generates agenda and guides discussion  Record Keeper: School Psychologist; documents meeting minutes and disseminates to team members  Data Managers and Data Coaches: Assistant Principal and School Counselor; assist team in accessing and interpreting (aggregating/disaggregating) the data  Behavior Analysis and Data: Behavior Specialist, School Social Worker, School Psychologist; assist team in accessing and interpreting (aggregating/disaggregating) behavior data  Academic Analysis and Data: Educational Diagnostician, School Psychologist; assist team in accessing and interpreting (aggregating/disaggregating) academic data  Implementation Feedback: Classroom Teachers, ESE Teacher, Specialists; provide feedback regarding school-wide processes and procedures, impact on classroom teachers and specialists, and serve as liaisons between teachers and SBLT.  Meeting time: The SBLT meets weekly every Wednesday from 7:35 am to approximately 9:00 am | 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.  The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.  • Detailed minutes are distributed to all staff members after each meeting and the RtI Facilitator (School Counselor) maintains electronic copies of all meeting minutes  • The SBLT engages in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks or are at moderate/high risk for not meeting benchmarks | 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). Academic data is reviewed by teachers in grade-level PLCs as well as reviewed with SBLT in data review meetings after each testing cycle. Data sources include Florida Assessment for Instruction in Reading (FAIR), Pinellas County Common Assessments and Module Assessments, and Pinellas County Third Grade Portfolio Assessments. Behavior data is reviewed by grade-level PLCs in data chats led by SBLT after each grading period. Behavior data includes Office Discipline Referrals (major behaviors) and Communication Forms (classroom managed and minor behaviors).  Students with a Progress Monitoring Plan (PMP) in reading are progress monitored using DIBELS 6th Edition on a bi-weekly (every other week) basis. Teachers maintain graphs for these students and graphs are reviewed with SBLT approximately every eight weeks. Students with PMPs in math and/or science are progress monitored in the classroom using a teacher-selected tool.  Students receiving intensive (Tier 3) interventions are progress monitored weekly with data entered into AIMSweb and reviewed every four to eight weeks or as specified by the Problem Solving Worksheet (PSW) or the Functional Behavior Assessment/Positive Behavior Intervention Plan (FBA/PBIP).  Attendance is monitored every other week by the Child Study Team (Principal, Data Management Clerk, Social Worker, and School Counselor). | 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. SBLT Team members will disaggregate school data, complete a needs analysis and problem solve to develop academic and behavior goals to address school wide needs. The problem-solving cycle is modeled for staff during data chats where staff are provided time to analyze their data and create hypothesis for gaps and propose a plan for improvement.  • The Problem Solving Team is a part of the SBLT and will meet regularly to review progress monitoring data and identify students who need supplemental (Tier 2) or intensive (Tier 3) interventions.  • Members of the SBLT will participate in county training as required.  • MTSS information will be shared during weekly SBLT meetings.  • Professional Development will occur as needed throughout the year through grade level PLC's, and faculty meetings | Narrative | Standard 3-3.11, 3.12: Teaching and Assessing for Learning  Standard 5-5.3:Using Results for Continuous Improvement | | |
| DOE | **E.** Ambitious Instruction and Learning |  |  | | |
|  | 1. Instructional Programs and Strategies  a. Instructional Programs   * 1. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards. * Administrators do weekly checks of teacher lesson plans, * Administrators conduct walk-throughs and provide teachers feedback * Administrators and grade level teams meet weekly to build collaborative lesson plans |  |  | | |
|  | 1. Instructional Strategies    1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.  * The SIP team breaks down the school data based on grade levels * SIP beginning of the school year provided training for grade level teachers to break down the AMO groups and plan for student(s) * Weekly collaborative plans will be built and these students will be discussed weekly * Progress monitoring will be used with these students using Running Records and MFAS * MTSS will also focus on these students as well as work with their classroom teachers and grade levels. |  |  | | |
|  | * 1. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:  1. Strategy type and description   LLI for the bubble students  Enrichment clubs are provided before and after school for both remediation and enrichment opportunities for all students  ELP is also provided for remediation of students   1. Strategy purpose and rationale   To increase student interest and provide opportunities for students to get involved in things of interest.  Provide extra or additional academic support outside of the school day.  Building a sense of community for kids.   1. Number of minutes added to the school year   13 or more Enrichment and ELP clubs and the hours vary based on need, time(s) clubs are offered, etc...,   1. Person(s) responsible for monitoring implementation of the strategy   Administration and Team Leaders   1. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy   To be determined (meeting with other schools to get information on data collection tools for these groups).  This used to be letter E: **Increased Learning Time/Extended Learning Opportunities** | Narrative | Standard 3-3.1, 3.12: Teaching and Assessing for Learning | | |
|  | Student Transition and Readiness  * 1. PreK-12 Transition      1. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.   Kindergarten readiness we offer Pre-K programs to ready those students for their start into elementary school.  To prepare our 5th grade students for Middle School our guidance counselor does an articulation of the local middle schools. The 5th grade students get the schedule form prior to the end of the 5th grade to help set them up for success. Some of the middle school programs that are offered at their schools like bag pipes, choirs, etc… | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
|  | This section is required for secondary schools. |  |  | | |
| 1  LEGIS | College and Career Readiness  1. Describe the strategies the school uses to support college and career awareness.   Student data folders will be used in order to allow students to track and monitor their academic growth. Scales/rubrics are also used to ensure students are aware of the expectations based on the standard(s) they are learning. | Narrative | Standard 3-3.5: Teaching and Assessing for Learning | | |
|  | Describe how the school integrates vocational and technical education programs. Enrichment clubs after school that offer students a chance to learn skills for their future employment such as Yearbook, STEM, etc…  ELP (Extended Learning Programs) to offer students more opportunities to reach their academic goals. |  |  | | |
| 1  LEGIS | 1. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S. | Narrative |  | | |
|  | **F. Literacy Leadership Team (LLT)** |  |  | | |
| 2 | 1. 1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C. 2. Tricia Hash; [hashp@pcsb.org](mailto:hashp@pcsb.org) 3. Jennifer Visalli; [visallij@pcsb.org](mailto:visallij@pcsb.org) 4. Ashley Scavino; [scavinoa@pcsb.org](mailto:scavinoa@pcsb.org) 5. Ronda Carney; [carneyr@pcsb.org](mailto:carneyr@pcsb.org) 6. Susan Gould; [goulds@pcsb.org](mailto:goulds@pcsb.org) 7. Sandy Caterson; [catersons@pcsb.org](mailto:catersons@pcsb.org) 8. Samantha Dunn; [duns@pcsb.org](mailto:duns@pcsb.org) | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. 2. Describe how the school-based LLT promotes literacy within the school. 2. The LLT will meet on a bi-weekly basis to plan for and facilitate the alignment and implementation of the CCSS trainings for all instructional staff. The LLC will provide training and mentoring with the implementation of the CCSS monthly in grade level PLC’s (Professional Learning Communities); as well as coordinate with team leaders, and the administrative team in order to monitor, support, and ensure all needs are being met by all stakeholders where the implementation of the CCSS is concerned. | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. What will be the major initiatives of the LLT this year?   The major role of the LLC this year will be the complete implementation of lesson plans and the development of rubric/scales for lessons across all grade levels. Along with coordinating and working in conjunction with team leaders, learning specialists, and the administrative leadership team. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
| 1,2 | **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. |  |  | | |
| 1,2 | 1. Describe how the school ensures every teacher contributes to the reading improvement of every student.   Every one of our teachers are passionate about teaching reading. They attend and implement many strategies that they have learned and perfected from Professional Development. Teachers build lesson plans collaboratively that focus on incorporating reading and writing across all areas of the curriculum. Strategies that we use to increase reading scores within our school are: Jan Richardson’s Guided Reading, Kagan Cooperative Learning strategies; reading (ELA) journals, close reading, DBQ, etc… these are all are aligned to the Florida Standards and the Pinellas County Schools Reading Departments content and curriculum guide. | Narrative | Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning | | |
|  | **Part II: Expected Improvements or Needs Assessment (Step Zero)** |  |  | | |
|  | 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.  Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school’s greatest strengths and needs. This path of inquiry is referred to as “Step Zero” as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K. | | | | |
|  | **A. Area 1: Reading** |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  |  | | |
| 1 |  Students scoring at Achievement Level 3  **3rd Grade: 32%**  **4th Grade: 23%**  **5th Grade: 23%** | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4  **3rd Grade: 30%**  **4th Grade: 40%**  **5th Grade: 31%** | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  | Assessment Matrix | | |
| 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 | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (FCAT 2.0 and FAA)  **65%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0)  **56%** | 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 **40.5%**  Speaking **40.5%** | 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)  **31%** | 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)  **23.8%** | 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  American Indian Level 3 0 %  Asian Level 3 40%  Black/African American Level 3 33.3%  Hispanic Level 3 41%  White Level 3 66.7% FAA 100%  ESOL Level 3 12%  ESE Level 3 39.4% FAA 100%  Economically Disadvantage Level 3 51% FAA100% | 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):**  **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.*** | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 1**:  Florida State Assessment  Pinellas County Reading Common Assessments | Narrative  DecisionED |  | | |
|  | **Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)**  1. | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
| 2. | **#** | **%** | # | % |
| 3. | **#** | **%** | **#** | **%** |
|  | **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)**  We will require our students to draw upon and write about evidence from informational texts across all content areas.  Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans |  |  | | |
|  | **Action 1-** Teachers will focus on collaborative plans while building the essential questions and teaching points for ELA content areas along with the use of student scales/rubrics for students to track their understanding.  Teachers will use non-fiction articles, excerpts from books, etc…weekly using close reading strategies to build students reading comprehension skills. | Narrative |  | | |
|  | **Action 2-** Teachers will model the use of using the text to build knowledge, answer questions, and to think deeper about what they are reading.  The teachers will discuss and answer guiding questions about how the lesson(s) went during their weekly PLC meetings. | Narrative |  | | |
|  | **Action 3-** Students will answer text dependent questions in their reading journals using evidence from the text to support their thinking.  The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders. | Narrative |  | | |
|  | **Action 4-** Teachers will use the resources provided by Pinellas County School Elementary reading curriculum guide (i.e. Read Works. Org; Grade Level Basal, Grade Level non-fiction resources).  Teachers will incorporate one or more of the four school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans. | Narrative |  | | |
|  | **Plan to Implement Action 1:** Weekly collaborative lesson planning; pulling non-fiction resources weekly to use during the reading (ELA) block. | Narrative |  | | |
|  | **Plan to Implement Action 2:** Teachers will develop modeling plans for introducing and reinforcing the structure and use of text based evidence during the weekly collaborative lesson planning. They will also discuss the outcomes of the lessons during their weekly PLC’s. | Narrative |  | | |
|  | **Plan to Implement Action 3:** Teachers will create and use rubrics/scales to provide students feedback on their response to reading and use of text based evidence during their weekly collaborative lesson planning. Teacher will also develop and use formative assessments in order to guide their student’s instructional needs and small groups. | Narrative |  | | |
|  | **Plan to Implement Action 4:** Teachers will build one or more of the Kagan Cooperative Learning Strategies into their lesson plans. Teachers will collect and analyze data from Pinellas County Schools ELA Module Assessments A,B,C,D,E, & F. Students will use data folders to track their own data and to set learning goals for themselves. | 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  **49.5%** | DecisionED/DW | Assessment Matrix | | |
|  | *b) Florida Alternate Assessment (FAA)* |  |  | | |
| 1 |  Students scoring at or above Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 2 to support target(s):** Implementation of Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.*** | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 2**:  *Florida State Assessment*  *Pinellas County Reading Common Assessments* | Narrative  DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 2. | **#** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)**  We will require our students to write about different content areas and use evidence from informational texts, primary resources, and other non-fiction texts to support their thinking.  Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans that focus on writing instruction across the curriculum. |  |  | | |
|  | **Action 1-** Teachers will focus on collaborative plans while building the essential questions and teaching points for writing content areas along with the use of student scales/rubrics for students to track their understanding.  Students will use non-fiction articles and response to reading skills in all content areas with the use of writing using text evidence to support their thinking from articles, primary sources, and other informational text materials. | Narrative |  | | |
|  | **Action 2-** Teachers will model the use of using the writing skills and how to use the skills in other content areas like math, science, health, and social studies.  The teachers will discuss and answer guiding questions about how the lesson(s) went during their weekly PLC meetings. | Narrative |  | | |
|  | **Action 3-** Students will answer text dependent questions in their journals using writing skills that focus on the use of evidence from the text to support their thinking.  The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders. | Narrative |  | | |
|  | **Action 4-** Teachers will incorporate one or more of the four school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans to help students gain a deeper connections to their writing skills and all content areas. | Narrative |  | | |
|  | **Plan to Implement Action 1:** Weekly collaborative lesson planning; pulling non-fiction resources weekly to use during the writing portion of the reading block. | Narrative |  | | |
|  | **Plan to Implement Action 2:** Teachers will develop modeling plans for introducing and reinforcing the structure and use of text based evidence in connection to writing during the weekly collaborative lesson planning. They will also discuss the outcomes of the lessons during their weekly PLC’s. | Narrative |  | | |
|  | **Plan to Implement Action 3:** Teachers will create and use rubrics/scales to provide students feedback on their writing across all content areas and use of text based evidence during their weekly collaborative lesson planning. Teacher will also develop and use formative assessments in order to guide their student’s instructional needs and small groups. | Narrative |  | | |
|  | **Plan to Implement Action 4:** Teachers will use the resources provided by Pinellas County School Elementary reading/writing curriculum guide (i.e. Read Works. Org; Grade Level Basal, Grade Level non-fiction resources).  Teachers will incorporate one or more of the four school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans | 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  **3rd Grade: 30%**  **4th Grade: 22%**  **5th Grade: 27%** | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4  **3rd Grade: 17%**  **4th Grade: 34%**  **5th Grade: 19%** | DecisionED/DW | Assessment Matrix | | |
|  | *b) 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 | | |
|  | *c) Learning Gains* |  |  | | |
| 1 |  Students making learning gains (FCAT 2.0, EOC, and FAA)  **75%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0 and EOC)  **52%** | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *d) 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  American Indian Level 3 0%  Asian Level 3 40%  Black/African American Level 3 26.7%  Hispanic Level 3 32.8%  White Level 3 57.1% FAA 100%  ESOL Level 3 8%  ESE Level 3 24.2%  Economically Disadvantage Level 3 44% | 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 |  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/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): Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.*** | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 3**:  Florida State Assessment  Pinellas County Common Assessments Mathematics | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 2. | **#** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** We will integrate the mathematic process goal of increased understanding and strategies to strengthen mathematical word problem comprehension skills.  Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans |  |  | | |
|  | **Action 1-** An increase use of Word Problems will be used during mathematics instruction. Teachers will focus on collaborative plans while building the essential questions and teaching points for mathematics content areas along with the use of student scales/rubrics for students to track their understanding. | Narrative |  | | |
|  | **Action 2-** Students will be able to justify their thinking and problem solving using your math journals. The teachers will discuss and answer guiding questions about how the lesson(s) went during their weekly PLC meetings. | Narrative |  | | |
|  | **Action 3-** Kindergarten thru 2nd grade will focus on addition and subtraction. The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders. | Narrative |  | | |
|  | **Action 4-** 3rd thru 5th grade will focus on multiplication and division. Teachers will incorporate one or more of the four school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans. | Narrative |  | | |
|  | **Plan to Implement Action 1:** Teachers will developmath word problems during their weekly collaborative lesson planning. Teachers will build their guiding (essential questions) and teaching points for their mathematic lesson plans. | Narrative |  | | |
|  | **Plan to Implement Action 2:** Teachers will create and developrubrics/scales for students to track their understanding of different standards. The teachers will develop and reflect on lessons during weekly PLC’s in order to develop their math teaching tool kit. | Narrative |  | | |
|  | **Plan to Implement Action 3:** Students in Kindergarten thru 2nd grade will build their critical thinking skills along with their conceptualization and understanding of addition and subtraction skills. Students will build their own data folders in order to track pre/post assessments along with their Pinellas County School Mathematic Common Assessment scores. | Narrative |  | | |
|  | **Plan to Implement Action 4:** 3rd thru 5th grade students will build their critical thinking skills along with their conceptualization and deeper understanding of multiplication and division skills. Teachers will also use on (or more) of the school-wide Kagan strategies to implement during their mathematical instructional practices. | 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  Asian 0%  Black 16.7%  Hispanic 22.2 White 65.3  ESE 50%  ESOL 33.3%  Economically Disadvantaged 43.8% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4 | DecisionED/DW | Assessment Matrix | | |
|  | *b) 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 | | |
|  | 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):** This implementation of writing and journaling in science to help students increase their performance and understanding of science concepts. By obtaining this goal we will be able to continue increased student performance from a growth of 12% in 2013-2014 to 25% in 2014-2015 on the Florida State Science Assessment. . ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.*** |  |  | | |
|  | **Possible Data Sources to Measure Goal 4**:  Florida Standards Assessment for Science  Pinellas County Schools Science Assessments | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 2. | **#** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1-** We will require our students to draw upon and write about evidence from informational texts and other primary resources that focus on science concepts. |  |  | | |
|  | **Action 2-** Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans |  |  | | |
|  | **Action 3-** Teachers will use non-fiction articles, excerpts from books, etc…weekly using close reading strategies to build students understanding and writing in relation to science content. |  |  | | |
|  | **Action 4-** Teachers will focus on collaborative plans while building the essential questions and teaching points for science content areas along with the use of student scales/rubrics for students to track their understanding. |  |  | | |
|  | **Plan to Implement Action 1:** Pre-Kindergarten thru 2nd grade teachers will continue to focus on the Nature of Science concepts to better prepare them for the intermediate grade levels, with a strong focus on science journaling. |  |  | | |
|  | **Plan to Implement Action 2:** 3rd thru 5th grade teacher will focus on activities that their students will complete in the science lab, and then write about what they learned in their science journals. |  |  | | |
|  | **Plan to Implement Action 3:** 3rd thru 5th grade students will work in the SLAG books to help build a deeper knowledge of science concepts. |  |  | | |
|  | **Plan to Implement Action 4:** The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders |  |  | | |
|  | 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)**  1. | **2012-13** Actuals | **2013-14 Targets** | | |
| **#** | **%** | **#** | **%** |
|  | 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** |  |  | | |
| 3 | 1. ***Attendance*** |  |  | | |
| 3 | a. Students tardy 10 percent or more, as defined by district attendance policy  **124** | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement | | |
| 3 | 1. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension   **86** | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement | | |
|  | 2. ***Suspension*** |  |  | | |
| 3 | 1. Students with one or more referrals   **48** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students with five or more referrals   **6** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.   **5** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.   **7** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.   **5** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.   **1** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students referred for alternative school placement   **0** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students expelled   **0** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
|  | 3. ***Retention*** |  |  | | |
| 1 | 1. Students retained   **13** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | 1. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics   **2** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1  LEGIS | c. Students with one or more course failures in English Language Arts or mathematics | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | 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   **0** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | e. Students off track for graduation based on credits required to date for their cohort | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1,3 | f. The number of students by grade level that exhibit each early warning indicator listed above |  |  | | |
| 1,3 | g. The number of students identified by the system as exhibiting two or more early warning indicators |  |  | | |
| 1,2,3 | h. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators). |  |  | | |
|  | 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 | 1. Students dropping out of school, as defined in s.1003.01(9), F.S.   **0** | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 1 | b. 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 | c. 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 | d. 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. Family and Community 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 |  | | |
| 3,4,5 | 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). |  |  | | |
|  | a. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child’s progress. |  |  | | |
|  | b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement. |  |  | | |
|  | **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 | *Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.*  Develop implementation plans for the school’s highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: | Narrative |  | | |
| 1-5 |  Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.  **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Goal 3** -- All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and academic skill groups mentored by our guidance counselor monthly. The use of Jan Richardson’s Guided Reading, Think Central Mathematics Interventions, Data Folders, and Kagan Cooperative Learning Strategies will be used to help these students reach their academic goals. By obtaining this goal we will able to increase student performance by 70% from 8.3%. ***This goal is in accordance with the Bradley MOU law; as well as aligned*** ***to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Goal 4:**Implementation of Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Goal 5:** This implementation of writing and journaling in science to help students increase their performance and understanding of science concepts. By obtaining this goal we will be able to continue increased student performance from a growth of 12% in 2013-2014 to 25% in 2014-2015 on the Florida State Science Assessment. . ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.*** | Narrative |  | | |
| 1-5 |  Step 2: Brainstorm barriers that could prevent the school from achieving each goal.  **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales * Lack of resources to build word problems based on content. * Lack of technology * Lack of Professional development to incorporate CCSS   **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Not enough plan time for teachers to collaborate and develop lesson plans and rubric/scales * Lack of Complex Text, Close Reading materials, and other resources. * Lack of technology * Lack of Professional development to incorporate CCSS   **Goal 3** -- All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and academic skill groups mentored by our guidance counselor monthly. The use of Jan Richardson’s Guided Reading, Think Central Mathematics Interventions, Data Folders, and Kagan Cooperative Learning Strategies will be used to help these students reach their academic goals. By obtaining this goal we will able to increase student performance by 70% from 8.3%. ***This goal is in accordance with the Bradley MOU law; as well as aligned*** ***to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Lack of resources * Lack of time * Lack of extra personal to help service these students * Lack of experience with these interventions * Lack of technology * Lack of professional development   **Goal 4:**Implementation of Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Lack of resources * Lack of time * Lack of extra personal to help service these students * Lack of experience with these interventions * Lack of technology * Lack of professional development   **Goal 5:** This implementation of writing and journaling in science to help students increase their performance and understanding of science concepts. By obtaining this goal we will be able to continue increased student performance from a growth of 12% in 2013-2014 to 25% in 2014-2015 on the Florida State Science Assessment. . ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Lack of resources * Lack of time * Lack of extra personal to help service these students * Lack of experience with these interventions * Lack of technology * Lack of professional development | 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).  **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Lack of time to plan collaboratively * Lack of knowledge on how to use resources * Lack of Professional development in the area of mathematics. * Lack of feedback from administration and teammates on the use of new strategies   **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Lack of time to plan collaboratively * Lack of knowledge on how to use resources * Lack of Professional development in the area of mathematics. * Lack of feedback from administration and teammates on the use of new strategies   **Goal 3** -- All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and academic skill groups mentored by our guidance counselor monthly. The use of Jan Richardson’s Guided Reading, Think Central Mathematics Interventions, Data Folders, and Kagan Cooperative Learning Strategies will be used to help these students reach their academic goals. By obtaining this goal we will able to increase student performance by 70% from 8.3%. ***This goal is in accordance with the Bradley MOU law; as well as aligned*** ***to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Lack of time to plan and collaborate * Lack of knowledge on how to use these differentiated instructional practices * Lack of information about student(s) data * Lack of the use of technology to enhance these students ability to learn * Lack of enrichment clubs * Lack of student “by-in”   **Goal 4:**Implementation of Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner***   * Lack of time to plan collaboratively * Lack of knowledge on how to use resources * Lack of Professional development in the area of writing. * Lack of feedback from administration and teammates on the use of new strategies * Lack of print resources for students to use as non-fiction or informational texts   **Goal 5:** This implementation of writing and journaling in science to help students increase their performance and understanding of science concepts. By obtaining this goal we will be able to continue increased student performance from a growth of 12% in 2013-2014 to 25% in 2014-2015 on the Florida State Science Assessment. . ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Lack of time to plan collaboratively * Lack of knowledge on how to use resources * Lack of Professional development in the area of science * Lack of knowledge on STEM or SLAG concepts. * Lack of feedback from administration and teammates on the use of new strategies | Narrative |  | | |
| 1-5 |  Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.  **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Professional Development focused on mathematics instruction * Leading the Learning Cadre (LLC) to extend knowledge in the use of the CCSS * Pinellas County Elementary Mathematics department content and curriculum guides * Pinellas County Elementary Mathematics Exemplar lessons * Use of Kagan Cooperative learning strategies * Student Data folders/ * Monthly vertical articulation PLC’s/ or SBLT * Use of rubrics/scales * The use of ST Math daily/weekly * Continue to use the 8 Mathematical practices in mathematic lessons * Enrichment clubs for math concepts before/after school   **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Vertical Articulation held monthly in place of a weekly PLC * Professional Development provided by the Elementary ELA department focusing on the 6 Modules, and Assessments A,B,C,D,E,& F * Use Scales/Rubrics * Use of Kagan Cooperative Learning strategies * Weekly Collaborative Lesson plans during planning time * Student data folders * Readwork.org, and other non-fiction resources for ELA   **Goal 3** -- All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and academic skill groups mentored by our guidance counselor monthly. The use of Jan Richardson’s Guided Reading, Think Central Mathematics Interventions, Data Folders, and Kagan Cooperative Learning Strategies will be used to help these students reach their academic goals. By obtaining this goal we will able to increase student performance by 70% from 8.3%. ***This goal is in accordance with the Bradley MOU law; as well as aligned*** ***to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Monthly check in on these students through the MTSS team and school based leadership teams * Each grade level team will meet bi-weekly and discuss these students and their academic gains and areas of weaknesses to ensure that we are meeting their academic needs * The use of student data folders in order for them to track their own progress and set their own academic goals * Progress monitoring tools to check for student growth and track their outcomes (Running Records and MFAS) * Kagan cooperative learning strategies will also be used with these students to enhance their learning. This is another research-based program that proves to be effective with this population of student. * Guidance Counselor will meet monthly with these students in an academic skills focus group.   **Goal 4:**Implementation of Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner***   * Vertical Articulation held monthly in place of a weekly PLC * Professional Development provided by the Elementary ELA department focusing on the 6 Modules, and Assessments A,B,C,D,E,& F for Writing * Use Scales/Rubrics * Use of Kagan Cooperative Learning strategies * Weekly Collaborative Lesson plans during planning time * Student data folders * Readwork.org, and other non-fiction resources for students to use to write about in response to their reading use text evidence to support their thinking across all content areas   **Goal 5:** This implementation of writing and journaling in science to help students increase their performance and understanding of science concepts. By obtaining this goal we will be able to continue increased student performance from a growth of 12% in 2013-2014 to 25% in 2014-2015 on the Florida State Science Assessment. . ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Vertical Articulation held monthly in place of a weekly PLC * Professional Development provided by the Pinellas County school science department focusing on the use of journaling in science, SLAG, and STEM * Use Scales/Rubrics * Use of Kagan Cooperative Learning strategies * Weekly Collaborative Lesson plans during planning time * Formative assessments that focus on science concepts taught * Student data folders * Enrichment clubs that focus on science concepts like STEM | Narrative |  | | |
| 1-5 |  Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.  **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Please see section 2 and 3 above   **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Please see section 2 and 3 above   **Goal 3** -- All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and academic skill groups mentored by our guidance counselor monthly. The use of Jan Richardson’s Guided Reading, Think Central Mathematics Interventions, Data Folders, and Kagan Cooperative Learning Strategies will be used to help these students reach their academic goals. By obtaining this goal we will able to increase student performance by 70% from 8.3%. ***This goal is in accordance with the Bradley MOU law; as well as aligned*** ***to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  Please see section 2 and 3 above  **Goal 4:**Implementation of Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner***   * Please see section 2 and 3 above   **Goal 5:** This implementation of writing and journaling in science to help students increase their performance and understanding of science concepts. By obtaining this goal we will be able to continue increased student performance from a growth of 12% in 2013-2014 to 25% in 2014-2015 on the Florida State Science Assessment. . ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***   * Please see section 2 and 3 above | Narrative |  | | |
| 1-5 |  Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.  **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Action Plan (1):**   * We will integrate the mathematic process goal of increased understanding and strategies to strengthen mathematical word problem comprehension skills. * **(Step 1):** An increase use of Word Problems will be used during mathematics instruction. * **(Step 2):** Students will be able to justify their thinking and problem solving using your math journals. * **(Step 3):** Kindergarten thru 2nd grade will focus on addition and subtraction. * **(Step 4):** 3rd thru 5th grade will focus on multiplication and division.   **Action Plan** (2):   * Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans * **(Step 1):** Teachers will focus on collaborative plans while building the essential questions and teaching points for mathematics content areas along with the use of student scales/rubrics for students to track their understanding. * **(Step 2):** Teachers will use prompts from MFAS to plan for small group instruction, as well as a tool for progress monitoring their students. * **(Step 3):** The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders * **(Step 4):** Teachers will incorporate one or more of the four school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans.   **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Action Plan** (1):   * We will require our students to draw upon and write about evidence from informational texts across all content areas. * **(Step 1):** Teachers will use non-fiction articles, excerpts from books, etc…weekly using close reading strategies to build students reading comprehension skills. * **(Step 2):** Teachers will use Running Records to plan for small group instruction as well as a progress monitoring tool for all students. * **(Step 3):** Students will answer text dependent questions in their reading journals using and evidence from the text to support their thinking * **(Step 4):** Teachers will use the resources provided by Pinellas County School Elementary reading curriculum guide (i.e. Read Works. Org; Grade Level Basal, Grade Level non-fiction resources).   **Action Plan** (2):   * Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans * **(Step 1):** Teachers will focus on collaborative plans while building the essential questions and teaching points for ELA content areas along with the use of student scales/rubrics for students to track their understanding. * **(Step 2):** The teachers will use Jan Richardson Guided Reading strategies to plan for small group instruction. * **(Step 3):** The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders * **(Step 4):** Teachers will incorporate one or more of the two school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans.   **\* *Both the above goals will include a 3 Action Step where vertical articulation will be held monthly in place of a weekly grade level PLC. The team leaders will complete guiding questions and return to the administrators. Outcomes will be shard during monthly faculty meetings.***  **Goal 3** -- All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and academic skill groups mentored by our guidance counselor monthly. The use of Jan Richardson’s Guided Reading, Think Central Mathematics Interventions, Data Folders, and Kagan Cooperative Learning Strategies will be used to help these students reach their academic goals. By obtaining this goal we will able to increase student performance by 70% from 8.3%. ***This goal is in accordance with the Bradley MOU law; as well as aligned*** ***to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Action Plan (1):** We will focus on student data throughout the school year to build data driven lesson plans to help our black students make learning gains in mathematics and reading.   * **(Step 1)**): Data will be shared during pre-school along with instructional strategies and interventions that worked for returning black students to ensure an easy transition into the new school year. Teachers will continue to monitor student achievement data monthly by looking at progress monitoring data, Pinellas County Common Assessments, FCAT 2.0 data (2013-2014), FAIR, and SAT 10 data results. They will create goals for these students based on data outcomes. * **(Step 2)):** The School Based Leadership Team (SBLT) will monitor all struggling black students progress and work in conjunction with all instructional staff members to provide extra support. * **(Step 3**): These students will use data folders to help set their own academic goals, as well as track their own progress. * **(Step 4**):The use of running records and MFAS will be used to progress monitor student progress. Teachers in each grade level will use this and the other data collected to plan for student(s) individualized lesson plans.   **Action Plan (2):** Black students will be in an academic skills group that meets with the guidance counselor on a monthly basis to help them reach their academic and behavioral goals along with enrichment clubs to help them set goals for the future.   * **(Step 1**): The guidance counselor will meet with these students monthly in an academic skills group to help these students set academic goals, the strategies used within these groups will focus on many different types of learning styles, skills, and strategies. * **(Step 2):** The students will be able to discuss their challenges in the classroom with the guidance counselor and their teachers and then set academic goals based on their abilities. . * **STEP 3**): The students will also take part in before and after school enrichment clubs they will have the choice of joining clubs based on their interests as well as be invited to clubs that will help them to reach their academic goals. * **(STEP 4):** Thestudents will reflect on their experiences with the academic skills group and the enrichment clubs. They will be able to provide valuable feedback to their teachers and the guidance counselor about what worked best for them as learners. * Please see section 2 and 3 above   **Goal 4:**Implementation of Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance in not only writing, but also the other content areas taught. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner***  **Action Plan** (1):   * We will require our students to write about different content areas and use evidence from informational texts, primary resources, and other non-fiction texts to support their thinking. * **(Step 1):** Teachers will focus on collaborative plans while building the essential questions and teaching points for writing content areas along with the use of student scales/rubrics for students to track their understanding. * **(Step 2):** Teachers will model the use of using the writing skills and how to use the skills in other content areas like math, science, health, and social studies. * **Step 3):** Students will answer text dependent questions in their journals using writing skills that focus on the use of evidence from the text to support their thinking. * **(Step 4):** Teachers will use the resources that will cover all content areas and focus on primary resources, non-fiction articles and print resources, as well as informational texts.   **Action Plan** (2):   * Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans * **(Step 1):** Students will use non-fiction articles and response to reading skills in all content areas with the use of writing using text evidence to support their thinking from articles, primary sources, and other informational text materials. * **(Step 2):** The teachers will discuss and answer guiding questions about how the lesson(s) went during their weekly PLC meetings. * **(Step 3):** The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders * **(Step 4):** Teachers will incorporate one or more of the two school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans.   **Goal 5:** This implementation of writing and journaling in science to help students increase their performance and understanding of science concepts. By obtaining this goal we will be able to continue increased student performance from a growth of 12% in 2013-2014 to 25% in 2014-2015 on the Florida State Science Assessment. . ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Action Plan** (1):   * We will require our students to draw upon and write about evidence from informational texts and other primary resources that focus on science concepts. * **(Step 1):** Teachers will use non-fiction articles, excerpts from books, etc…weekly using close reading strategies to build students understanding and writing in relation to science content. * **(Step 2):** 3rd thru 5th grade teacher will focus on activities that their students will complete in the science lab, and then write about what they learned in their science journals. * **(Step 3):** 3rd thru 5th grade students will work in the SLAG books to help build a deeper knowledge of science concepts. * **(Step 4):** Pre-Kindergarten thru 2nd grade teachers will continue to focus on the Nature of Science concepts to better prepare them for the intermediate grade levels, with a strong focus on science journaling.   **Action Plan** (2):   * Teachers will meet once a week during their scheduled plan time to build collaborative lesson plans * **(Step 1):** Teachers will focus on collaborative plans while building the essential questions and teaching points for science content areas along with the use of student scales/rubrics for students to track their understanding. * **(Step 2):** The teachers will use information gathered from formative assessments to plan for small group instruction. * **(Step 3):** The teachers will also use formative assessment to drive their daily lesson(s). Along with the students tracking their academic growth using data folders * **(Step 4):** Teachers will incorporate one or more of the two school-wide chosen Kagan (cooperative learning) strategies into their weekly collaborative lesson plans. | Narrative |  | | |
| 1-5 |  Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).  **Who:** Administrators, Team Leaders, Leading the Learning Cadre  **What:** Focus on the use of weekly collaborative lesson planning for both Mathematics and ELA; Build lessons using one (or more) of the school-wide chosen Kagan Cooperative Learning Strategies. Administrators will monitor bi-weekly using Planbook.com or having teachers handing in their lesson plans if they opt out of the use of Planbook.com. Administrators will also document use of student data folders, formative assessments, etc… during their walk through(s).  **Where:** School-wide; during monthly PLC’s  **When:** Monthly Faculty meetings, monthly vertical articulation, weekly PLC meetings  **How:** Teacher Reflection and guiding questions during weekly PLC meetings. | Narrative |  | | |
| 1-5 |  Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).  **Who:** Administrators, Team Leaders, Leading the Learning Cadre, Leaders from each curriculum committee.  **What:** Focus on the use of weekly collaborative lesson planning for both Mathematics and ELA; Build lessons using one (or more) of the school-wide chosen Kagan Cooperative Learning Strategies.  **Where:** Classrooms, school-wide areas, conference rooms, monthly and weekly meetings, planbook.com, etc…  **When:** Monthly Faculty meetings, monthly vertical articulation, weekly PLC meetings  **How:** Teacher Reflection and guiding questions during weekly PLC meetings. | Narrative |  | | |
|  | **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  **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Goal 3** -- All black students will make learning gains in reading and mathematics through the use of differentiated instructional practices and academic skill groups mentored by our guidance counselor monthly. The use of Jan Richardson’s Guided Reading, Think Central Mathematics Interventions, Data Folders, and Kagan Cooperative Learning Strategies will be used to help these students reach their academic goals. By obtaining this goal we will able to increase student performance by 70% from 8.3%. ***This goal is in accordance with the Bradley MOU law; as well as aligned*** ***to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.*** | Narrative |  | | |
|  |  Topic, focus, and content  This year we will continue to focus extending our knowledge of the Florida Common Core State Standards. We will also focus on the implementation of four of the Kagan Cooperative Learning strategies. We also have students track their own data using student data folders. | Narrative |  | | |
|  |  Facilitator or leader  Administration, Team Leaders, Leading the Learning Cadre | Narrative |  | | |
|  |  Participants (e.g., Professional Learning Community, grade level, schoolwide)  School-wide, all grade levels and specials teachers, PLC’s, and MTSS | Narrative |  | | |
|  |  Target dates or schedule (e.g., professional development day, once a month)  Weekly grade level PLC’s  Monthly Vertical Articulation PLC’s  Monthly Faculty Meetings  Weekly Collaborative Lesson Planning  Professional Development provided by Pinellas County school Elementary Mathematics and ELA departments  Outside Professional Development and trainings to increase teacher knowledge  Monthly Curriculum Meetings | Narrative |  | | |
|  |  Strategies for follow-up and monitoring  Administration Feedback  Guiding Questions and feedback during weekly PLC’s  Collaborative Lesson Planning weekly with administration checking lesson weekly  Administration walk-through(s) | Narrative |  | | |
|  |  Person responsible for monitoring  Karen Buckles  Renee Nellenbach | Narrative |  | | |
|  | **Part IV: Coordination and Integration** |  |  | | |
| 4  LEGIS | 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.  Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.  We are not a Title I school so we do not receive that type of funding.  We do have many resources that are technology rich our school uses the following computer based programs to enrich student academics: Think Central resources for Science, Mathematics, and ELA; Ticket To Read (self-paced reading program individualized to student ability); STMath (another individualized self paced mathematics program); Learn 360 Video resources; and a plethora of other technology resources.  We have a healthy lunch program that is run by our café manager Michelle Petsche and aligned to the Pinellas County School Health and Wellness SIP goals.  We have a technology committee that is run by our Media Specialists Suzanne Williams and she is also responsible for all of our technology equipment and inventory across our school grounds.  We also have a ELL (Extended Learning Program) this program is overseen by our assistant principal Renee Nellenebach. They use a variety of research based programs such as LLI (Literacy Interventions); Soar to Success (Math Interventions); Ticket to Read and STMath both programs can be used to enhance student achievements.  Michelle Petsche [PETSCHEM@pcsb.org](mailto:PETSCHEM@pcsb.org)  Suzanne Williams [Williamssuz@pcsb.org](mailto:Williamssuz@pcsb.org)  Renee Nellenbach [Nellenbachr@pcsb.org](mailto:Nellenbachr@pcsb.org)  \*\*\* All of these programs and respources align to the Pinellas County School SIP goals 1 thru 5; as well our three goals. \*\*\* | | | | |
|  | **Part V: Budget** |  |  | | |
|  | Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:  This school year we will receive $3,470.00 for our SIP budget. The money will be used to provide teachers with classroom coverage for 2 ( ½) days to focus on Professional Development and collaborative planning session twice during the school year. The dates of these professional take place with one being in added to the SIP in the near future. The classroom coverage will be offered to all grade levels Pre-Kindergarten thru 5th grade. These collaborative planning sessions will allow teachers to look at student data, kagan learning strategies, and allow for discussion on enrichment and intervention activities that their peers are using successfully in the classroom. These training dates have been reserved for 10/14/14; 02/10/15. | Narrative |  | | |
| 4 | * + - 1. Related goal   **Goal 1** – To increase student performance in mathematics we will deepen the conceptual understanding of mathematical concepts. By obtaining this goal we will be able to increase student performance to 70% from 50%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.***  **Goal 2**—Implementation of Reading and Writing across all areas of the curriculum to increase student performance in all content areas. By obtaining this goal we will be able to increase student performance to 75% from 59%. ***This goal is aligned to the Pinellas County School Districts School Improvement Plan Goal 1- Increase Student Achievement, and Goal 2 Ensure Curriculum and Instruction Engages Learner.*** | Narrative |  | | |
| 4 | * + - 1. Strategy   The strategy or plan that we are using our budget funds for was developed after receiving feedback from the instructional staff that they needed more time to collaborate and plan with a focus on implementing professional development strategies into plans as they were learning new strategies. The classroom coverage will be offered to all grade levels Pre-Kindergarten thru 5th grade. These collaborative planning sessions will allow teachers to look at student data, Kagan learning strategies, and allow for discussion on enrichment and intervention activities that their peers are using successfully in the classroom. They will also allow teachers to implement professional development that is being learned into their instructional planning. | Narrative |  | | |
| 4 | * + - 1. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)   The types of resources that will be used during these professional development/collaborative planning days will focus on the use of Kagan Cooperative Learning Strategies; Students Data Folders; Collaborative planning aligned to PCS content guides and the MAFS standards; the development of lessons using technology like BrianPop , Learn 360 resources etc., Jan Richardson guided reading lesson; and Think Central resources for ELA and Mathematics. | Narrative |  | | |
| 4 | * + - 1. Description of resources   The resources that will be used are substitute teachers to cover so that classroom teachers can meet in their grade level teams to collaborative plan and look over student data. | Narrative |  | | |
| 4 | * + - 1. Funding source   School Improvement Funds provided to schools by the State of Florida | Narrative |  | | |
| 4 | * + - 1. Amount needed   The approximate amount that we should receive from the state for the SIP is $3,470.00 | 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 | 1. Has the goal been achieved? | Narrative | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed? | Narrative  DecisionED | Standard 5: Using Results for Continuous Improvement | | |
| 1-5 | 5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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. | Narrative | Standard 5: Using Results for Continuous Improvement | | |