District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
	Part I: Current School Status		
	A. School Information		
	☐ School: Kings Highway Elementary	Narrative	
	☐ Principal's name: Garyn Boyd	Narrative	
	☐ School Advisory Council chair's name: Michelle Dublin	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	a. **Provide the School's Vision Statement: Every Child Will Learn**	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	b. **Provide the School's Mission Statement: We will make every child's potential a reality**	Narrative	Standard 1-1.2: Purpose
Values	**Values**: Habit 1: Be Proactive Habit 2: Begin with the End in Mind Habit 3: Put First Things First Habit 4: Think Win-Win Habit 5: Seek First to Understand, Then to Be Understood Habit 6: Synergize Habit 7: Sharpen the Saw	Narrative	Standard 1-1.3: Purpose
DOE	a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students. We have a family friendly office staff who are	Narrative	

	welcoming and who take the time to get to know our families. Both the Principal and AP are available to families and seek them out at family events. We both co-facilitate parent trainings. We have established a culture that emphasis the importance of families in the educational process. Our teachers have open communication with their families and happily attend school wide family events where they spend time getting to know their families.		
DOE	b. Describe how the school creates an environment where students feel safe and respected before, during and after school. First of all we have established high expectations. We also have clearly defined Guidelines for Success and common area expectations posted school wide. We have a school wide behavior plan that includes behavior improvement goals and a plan for reinforcing positive behavior. We have an established bully investigation process and bully educational plans. All staff members are on duty before and after school. We have a carefully planned and communicated safety plan. All teachers have a classroom management plan that links to the school wide plan.	Narrative	
DOE	c. 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. The best way to deter student misbehavior and a lack of engagement is to plan rigorous yet engaging lessons. Our teachers have spent hours upon hours doing just that this summer. If / when the misbehavior occurs every teacher as a hierarchy of consequences and a plan for students to monitor their own behavior. Teacher teams helped develop the school wide behavior plan and have all received training on the finalized plan. Ongoing training will take place at staff meetings or with individual teachers as needed	Narrative	
LEGIS	d. Describe how the school ensures the social-emotional ~~DOE moved warning system here but we have it later in the plan~~ which may include providing counseling, mentoring and other pupil services.		
	B. School Advisory Council (SAC)		

DOE	**Membership**
	1. Identify the name and stakeholder group for each member of the SAC.
	     Chair- Michelle Dublin AA / Parent
	      Members- Jonathan Davenport AA / Parent
	                  Marie Mitchell AA / Parent
	                  Harry Yocum AA / Community
	                  Sarah Hill W / Parent
	                  Heather Burgess-Chin W / Parent
	                  Barbara Weatherwill W / Parent
	                  Cristina Maqyeda H / Parent
	                  Couna Manzona H / Parent
	                  Garyn Boyd Principal W / Principal
			Standard 2-2.4, 2.5:
			Governance and Leadership

DOE	2. Evaluation of last year's school improvement plan		
DOE	3. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.		
3 DOE	4. Describe the involvement of the SAC in the development of this school improvement plan. This is our inaugural year and we have a newly formed SAC. We met and received feedback for the SIP from interested parents and then once we established a SAC we reviewed the SIP action plan again for approval.		
3 DOE	5. Describe the activities of the SAC for the upcoming school year. Our SAC will meet monthly to review core data, budget updates, updates on SIP goals, and the gather input on any school events, processes, and parents trainings. We will ask SAC to helps bridge the gap between school and home.	Narrative	
4 DOE	6. 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. We will use SIP funds to pay teachers for curriculum writing.	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:
	     ☐ 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**		
	1. Identify the name, email address and position title for each member of the school leadership team and their duties Garyn Boyd, Principal boydga@pcsb.org - Stay the Course on Vision / Mission Tekoa Moses, Assistant Principal mosest@pcsb.org Support Vision / Mission Rachael Henry, Secretary henryr@pcsb.org represents support staff and takes minutes Susan Harrison, Guidance Counselor harrisonsus@pcsb.org All Instructional Staff: Part of decision making process barnesker@pcsb.org karchn@pcsb.org humbertk@pcsb.org howdeshellh@pcsb.org willisje@pcsb.org brookerm@pcsb.org catlinj@pcsb.org boremane@pcsb.org cavend@pcsb.org squired@pcsb.org recede@pcsb.org davenportmi@pcsb.org sexton@pcsb.org seymourp@pcsb.org regandan@pcsb.org goodc@pcsb.org jouhnsonshari@pcsb.org reiks@pcsb.org millerpame@pcsb.org meisera@pcsb.org MdKeed@pcsb.org Jacoba@pcsb.org		

	MATTISE@pcsb.org KYZERC@pcsb.org; salernos@pcsb.org lilleya@pcsb.org crossc@pcsb.org		
3	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name: Garyn Boyd, Principal Tekoa Moses, Assistant Principal	Narrative	Executive Summary: Section 1

3	b) Credentials (degrees and certifications)
	   Garyn Boyd- Educational Leadership, Primary Education, ESE K-12
	   Tekoa Moses- Educational Leadership, Elementary Education
			Executive Summary: Section 1

3	c) Number of years as an administrator
	   Garyn Boyd- 9
	   Tekoa Moses- 0
		Narrative	Executive Summary: Section 1

3	d) Number of years at the current school;
	   Garyn Boyd- 0
	   Tekoa Moses- 0
		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		
	a) # of instructional employees- 28	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher-	Narrative	

3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.- 100%	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed - 35%	DecisonED/DW	Executive Summary: Section 1
2	f) % reading endorsed – 6%	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees – 41%	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified – 12%	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers – .05%	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience – 24%	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience – 47%	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience – 29%	DecisionED/DW	Executive Summary: Section 1
2,4	2. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals - 0%	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) 100%	Narrative	Executive Summary: Section 1
3	3. *Teacher Recruitment and Retention Strategies-*		
3 LEGIS	a) Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school. *Posted all instructional staff positions, interviewed all top candidates based on resume and references. Retain teachers by including them in decision making, honor them as professionals, provide staff development based on their individual needs, stay focused on what's important (Vivion and Mission), and celebrate all successes.*	Narrative	Standard 2: Governance and Leadership

3 LEGIS	b) Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction. When interviewing teachers we questioned them about strategies they use to develop collaborative and strong working relationships. We have extended planning time built into our master schedule and we have extended planning / plc / professional development one day each week after school for one hour and a half. We are including time for cross grade level articulation and collaborative planning and time for sharing and celebrating.		
3	4. *Teacher Mentoring Program/Plan*		
3 DOE	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. When we hired our staff this summer we chose their grade level based on strengths and paired teachers with mentoring in mind. Our one new teacher will be mentored by a 16 year teacher at the same grade level.	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. We have already used 13-14 FCAT data and Common Assessment Data for instructional planning (core) until we meet our students and assess their current level. We will use running record data and Standards based assessment data to determine if core instruction is being effective. We have adapted the Marzano high yield strategies including developing goals and scales for standards based learning. Teachers will receive timely observation feedback directly linked to these high yield strategies. Teacher observation data will help guided professional development this school year. Students will be assessed frequently using various formative assessments. Teachers will use ongoing formative assessment to make on the spot instructional decisions as well as daily instructional decisions. All students will receive a personalized iPad that has a road map of standard based and skill based learning tasks and assessments. The personalized iPad along with before school intervention, and additional small group or one on one instruction during the school day	Narrative	Standard 3-3.7: Teaching and Assessing for Learning

	will be provided for struggling students. These students will receive ongoing progress monitoring and changes to interventions will be made as needed.		
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? Principal – Keep focus on the Vision / Mission and monitor for fidelity of the core as well as facilitate the planning and implementation of professional development as it relates to the core. Ensure there are processes in place so that no student falls through the cracks. Assistant Principal- Supports the Principal in all the above. Guidance Counselor – Facilitates the MTSS meetings and over sees the RTI process Classroom Teachers – Attend data meetings regarding core instruction and progress monitoring and relate the data to their practice, attend planning sessions to develop plans to best meet the needs of all students, monitor the personalized iPad plan and implementation, and assist in the development of individual problem solving worksheet. School Psychologist, Diagnostician, Social Worker - Collaborates with teachers to develop interventions and assessments to measure the intervention. Monitor the fidelity of the interventions.	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. Our Leadership Team comprises of several support staff members, administrators, guidance counselor, and all 28 instructional staff members. We will focus on SIP goals and action steps during weekly extended professional development/ PLC time. MTSS processes and individual student data will be part of these sessions.	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). We have numerous data sources that allow us to monitor student data. Decision Ed, EDS, FOCUS, and eSpark,. These data bases house running record data, standards based unit assessment data, FCAT data, SAT 10 data, attendance data, and behavior data. We are using iObservation to monitor CORE instructional practices and classroom environment data. All classroom teachers will use a data sheet (scorecard) to show data progression for	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement

	all of their students in reading, math, science, and for Tier 2 / 3 students in reading. K/1, 2/3, 4/5, will meet bi-weekly during the extended planning time built into the master schedule to review data and determine actions necessary to meet the needs of our students.		
4,5 DOE	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. After school planning / plc / professional develop once a week will provide us the time to develop a better understanding of MTSS. Having teachers involved in the descion making process will also help.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	E. Ambitious Instruction and Learning		
	1. Instructional Programs and Strategies a. Instructional Programs i. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards. This starts with teachers breaking down the standards and then connecting curriculum to the standards. The School Administrator monitors lesson plans and conducts frequent classroom observations.		
	b. Instructional Strategies i. 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 key to this on going formative assessing. Teachers have clearly developed unit goals and scales and lesson goals and scales. Students are monitored for learning using formative assessments during the lesson and after the lesson. The ongoing formative assessments allow the teachers to make necessary changes in real time. The more formal formative assessments allow the teachers to make instructional decisions for future lessons and help determine students needing small group or one on one instruction.		
	ii. Provide [je1]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: The first strategy is the whole morning of uninterrupted learning time (all specials in the afternoon). The second strategy is personalized iPads that allow	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning

students to work on what they need for both math and reading and for both intervention and enrichment. The third strategy is to have 40 minutes before school each morning for students who are the lowest 25% in reading and math and receive additional small group instruction, and an hour after school to provide eSpark (personalized path for reading and math) time for students who do not have wireless at home. This after school time is also used for STEM club, Computer Programing club, and Robotics Club.

2. Strategy purpose and rationale
   Rationale for strategy one is that there will be block of time for focusing on the core with no interruptions because of transitions. Rationale for the second strategy is that students will be working on apps that provide them with the skill and standards they need and that work is assessed and monitored by the teacher.
   The rationale for Strategy three is that students who are struggling need time beyond the school day to receive instruction on their ability level so that they can be moved. Students who are meeting and exceeding expectations need enrichment time beyond the school day so that they can reach their individual potential.

3. Number of minutes added to the school year- approximately 6000 minutes.

4. Person(s) responsible for monitoring implementation of the strategy
   Garyn Boyd, Principal
   Tekoa Moses, Assistant Principal

5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy
   Individual assessment data and log in time data will be collected for the second strategy. Attendance data and progress monitoring data will be collected for the before school small group instruction (strategy three)

This used to be letter E: **Increased Learning Time/Extended Learning Opportunities**

2. Student Transition and Readiness a. PreK-12 Transition ii. Describe strategies the school employs to support incoming and outgoing cohorts of	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	students in transition from one school level to another.		
	This section is required for secondary schools.		
1 LEGIS	b. College and Career Readiness i. Describe the strategies the school uses to support college and career awareness.	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
	ii. Describe how the school integrates vocational and technical education programs.		
1 LEGIS	iii. 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. Identify the name, email address and position title for each member of the school leadership team and their duties Garyn Boyd, Principal boydga@pcsb.org - Tekoa Moses, Assistant Principal mosest@pcsb.org Susan Harrison, Guidance Counselor harrisonsus@pcsb.org All Instructional Staff grades K-5 barnesker@pcsb.org karchn@pcsb.org humbertk@pcsb.org howdeshellh@pcsb.org willisje@pcsb.org brookerm@pcsb.org catlinj@pcsb.org boremane@pcsb.org cavend@pcsb.org squired@pcsb.org recede@pcsb.org davenportmi@pcsb.org sexton@pcsb.org	Narrative	Executive Summary: Section 1

2	2. Describe how the school-based LLT promotes literacy within the school. We will focus on the integration of ELA standards across the curriculum as well as plan motivational reading events and lessons.	Narrative	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? Writing in response to reading across the curriculum, motivational reading events and strategies, and establishing and implementing writing expectations at every grade level.	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.	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 23%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 19%	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)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0)	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)	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)	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)	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	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): We will increase the number of proficient readers from 42% to 62% on the Florida Standards Assessment.	Narrative	
	Possible Data Sources to Measure Goal 1: District ELA unit assessments and 2014-15 Florida Standards Assessment	Narrative DecisionED	
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**	**2013-14 Targets**

1.			#	%	#	%
2.			#	%	#	%
3.			#	%	#	%
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)						
Action 1- <mark>Full Implementation of E-Spark Learning (personalized learning on the iPad for every student)</mark>	Narrative					
Action 2- <mark>Unit and Lesson Goals and Standards with the goal of reaching domains 3 and 4 (rigor) frequently</mark>	Narrative					
Action 3- <mark>Ongoing formative assessment and use of data chats with students with goal setting based on data. Ongoing Collaboration between colleagues to determine next steps regarding instructional strategies.</mark>	Narrative					
Action 4- <mark>Track participation data for AA sub group for all enrichment and intervention times outside the school day.</mark>	Narrative					
Plan to Implement Action 1: <mark>Roll out plan, professional development, parent and student iPad training, complete assessments in a timely manner to upload to eSpark to determine the students starting point.</mark>	Narrative					
Plan to Implement Action 2: <mark>All teachers have or will attend intensive Marzano training to learn how to develop unit goals and scales and how to implement them / ongoing professional development and PLC work on this, timely observation feedback from administrators.</mark>	Narrative					
Plan to Implement Action 3:<mark>All teachers have or will attend intensive Marzano training to learn the importance of monitoring students for learning, how to accomplish this, ongling professional development and PLC work on this, timely observation feedback from administrators</mark> **Plan to Implement Action 4: <mark>Personally invite all AA students to enroll in an after school enrichment club and to participate in the before school / after school enrichment and / or</mark>**	Narrative					

	intervention times as applicable. We will track their participation and make home contacts as needed to strongly encourage participation. **Plan to Implement Action 5: We will assign mentors to all AA students in the lowest 25% .**		
	Plan to Implement Action 4:	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	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): We will increase the level of proficient writers based on school specific data and standards assessment data from the beginning of the school year to the end of the school year by 20%.	Narrative	
	Possible Data Sources to Measure Goal 2:	Narrative DecisionED/DW	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
		#	%	#	%
	1.	#	%	#	%
	2.	#	%	#	%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1- All grade levels will develop and implement writing expectations / rubrics, teach them, enforce them, and review them	Narrative			

	Action 2- Respond to reading across the grade level using more than one source	Narrative	
	Action 3- Ongoing formative assessment and use of data chats with students with goal setting based on data. Ongoing Collaboration between colleagues to determine next steps regarding instructional strategies.	Narrative	
	Action 4-	Narrative	
	Plan to Implement Action 1:	Narrative	
	Plan to Implement Action 2:	Narrative	
	Plan to Implement Action 3:	Narrative	
	Plan to Implement Action 4:	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 33%	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 15%	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)	DecisionED/DW FCAT 2.0 only	Assessment Matrix

1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	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	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): <mark>**We will increase the level of proficient math students from 49% to 69%**</mark> on the Florida Standards Assessment.	Narrative				
	Possible Data Sources to Measure Goal 3: <mark>District Math Common Assessments, Florida Standard Asssessment</mark>	DecisionED/DW				

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

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
	Action 1- <mark>**Full Implementation of E-Spark Learning (personalized learning on the iPad for every student)**</mark>	Narrative				
	Action 2- <mark>**Unit and Lesson Goals and Standards with the goal of reaching domains 3 and 4 (rigor) frequently**</mark>	Narrative				

Action 3- Ongoing formative assessment and use of data chats with students with goal setting based on data. Ongoing Collaboration between colleagues to determine next steps regarding instructional strategies.	Narrative	
Action 4- Implement STEM instructional model **Action 5-** Track participation data for AA sub group for all enrichment and intervention times outside the school day.	Narrative	
Plan to Implement Action 1: Roll out plan, professional development, parent and student iPad training, complete assessments in a timely manner to upload to eSpark to determine the students starting point.	Narrative	
Plan to Implement Action 2: All teachers have or will attend intensive Marzano training to learn how to develop unit goals and scales and how to implement them / ongoing professional development and PLC work on this, timely observation feedback from administrators.	Narrative	
Plan to Implement Action 3: All teachers have or will attend intensive Marzano training to learn the importance of monitoring students for learning, how to accomplish this, ongoing professional development and PLC work on this, timely observation feedback from administrators	Narrative	
Plan to Implement Action 4: Lead STEAM teacher will attend training and then train other teachers. Steam strategies will be implemented during CORE as well as during the after school club time. **Plan to Implement Action 5:** Personally invite all AA students to enroll in an after school enrichment club and to participate in the before school / after school enrichment and / or intervention time as applicable. We will track their participation and make home contacts as needed to strongly encourage participation. **Plan to Implement Action 6:** We will assign mentors to all AA students in the lowest 25% .	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	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): <mark>**50% of our students will score a level 3 or higher on the Florida Standards Assessment.**</mark>					
	Possible Data Sources to Measure Goal 4: <mark>District Science Common Assessment, STEAM data, State Science Assessment</mark>	DecisionED/DW				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**	**2013-14 Targets**			
	1.	#	%	#	%	
	2.	#	%	#	%	
	3.	#	%	#	%	
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
	Action 1- <mark>Full implementation of a Science Lab for Grades 3-5 and partial implementation for</mark>					

	grades 1 and 2.		
	Action 2- Unit and Lesson Goals and Standards with the goal of reaching domains 3 and 4 (rigor) frequently		
	Action 3- Ongoing formative assessment and use of data chats with students with goal setting based on data. Ongoing Collaboration between colleagues to determine next steps regarding instructional strategies.		
	Action 4- Implement STEM instructional model **Action 5-** Track participation data for AA sub group for all enrichment and intervention times outside the school day.		
	Plan to Implement Action 1: Teacher Lab manager attends training on lab management and setting up the lab itself and developing a lab schedule.		
	Plan to Implement Action 2: All teachers have or will attend intensive Marzano training to learn how to develop unit goals and scales and how to implement them / ongoing professional development and PLC work on this, timely observation feedback from administrators.		
	Plan to Implement Action 3: All teachers have or will attend intensive Marzano training to learn the importance of monitoring students for learning, how to accomplish this, ongoing professional development and PLC work on this, timely observation feedback from administrators		
	Plan to Implement Action 4: Lead STEAM teachers will attend training and then train other teachers. Steam strategies will be implemented during CORE as well as during the after school club time. **Plan to Implement Action 5:** Personally invite all AA students to enroll in an after school enrichment club and to participate in the before school / after school enrichment and / or intervention time as applicable. We will track their participation and make home contacts as needed to strongly encourage participation.		

	Plan to Implement Action 6: We will assign mentors to all AA students in the lowest 25% .		
	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

		2012-13 Actuals	2013-14 Targets			
	Goal 5 (add other goals as needed) to support target(s):					
	Possible Data Sources to Measure Goal 5:	DecisionED/DW				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**	**2013-14 Targets**			
	1.	#	%	#	%	
	2.	#	%	#	%	
	3.	#	%	#	%	
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
	Action 1-					
	Action 2-					
	Action 3-					
	Action 4-					
	Plan to Implement Action 1:					
	Plan to Implement Action 2:					
	Plan to Implement Action 3:					
	Plan to Implement Action 4:					
	H. Area 8: Early Warning Systems					
3	1. *Attendance*					
3	a. Students tardy 10 percent or more, as defined by district attendance policy	DecisionED/DW	Standard 5-5.2 Using Results for Continuous			

			Improvement
3	b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	a. Students with one or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	b. Students with five or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	f. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	g. Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	h. Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	a. Students retained	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	b. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics	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	d. 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	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). Our Magnet Agreement has very clear expectations regarding school attendance and participation. When students exhibit areas of concern we will meet with the parents and the student and develop a written plan, monitor the plan, and have updated meetings as needed. These meetings will include our guidance counselor, parents, teachers, and administrator.		
	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	a. Students dropping out of school, as defined in s.1003.01(9), F.S.	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. We are meeting with parent groups regularly to gain input and feedback regarding school improvement initiatives and magnet initiatives. We have mandatory parent iPad training and have provided that training before school, during school, and in the evenings. We have a school notebook that goes home daily that allows us to communicate with parents. We also have a weekly school messenger call that provides us with another great communication tool for families. As a strategy to increase parent participation, our school is hosting monthly evening and morning events / meetings for parent academies with featured speakers, and routine evening hours for various volunteer activities benefiting the students. We will also host student academic share times and celebrations twice this school year.		
	b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement. We have met with the several community organizations including Spanish Outreach, RClub, and the Clearwater Artz 4 Life program to develop partnerships that will help us meet the needs of our students an their families. We will meet with each organization at least three times each year and we send them school information / calendar.		
	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.	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	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).	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	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 Increase the number of proficient students in reading and math	Narrative	

	☐ Topic, focus, and content eSpark Professional Development and Marzano Professional Development	Narrative	
	☐ Facilitator or leader Various eSpark Trainers and District Professional Development Trainers	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) Whole School PLC / Cross Grade Level PLC / Team PLC /	Narrative	
	☐ Target dates or schedule (e.g., professional development day, once a month) Weekly Whole School PLC / bi-weekly Cross Grade Level PLC / Weekly Grade Level PLC	Narrative	
	☐ Strategies for follow-up and monitoring Classroom Visits tracked by iObservation, eSpark Data Base	Narrative	
	☐ Person responsible for monitoring Garyn Boyd, Principal Tekoa Moses, Assistant Principal	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. District funds are providing us with the eSpark Professional Development as well as the eSpark Professional Development. The District is also funding our outside the school day intervention programs and enrichment programs. Federal dollars provide our school with free breakfast for all students and free lunch for every student that qualifies for reduced and / or free lunch. Title 1 funds provide our qualifying Pre-K students with three hours of free instruction.		
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	1. Related goal	Narrative	
4	2. Strategy	Narrative	
4	3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	

4	4. Description of resources	Narrative	
4	5. Funding source	Narrative	
4	6. Amount needed	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