|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **District VMV**  **Goals** | **School Improvement Information** | **Data & Information Sources** | **AdvancED** | | |
|  | **Part I: Current School Status** |  |  | | |
|  | **A. School Information** |  |  | | |
|  |  School  Oldsmar Elementary | Narrative |  | | |
|  |  Principal’s name  Michael Feeney | Narrative |  | | |
|  |  School Advisory Council chair’s name  Stacia Sinclair | 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 | 1. **Provide the School’s Vision Statement**   100% Student Success | Narrative | Standard 1-1.1, 1.2: Purpose | | |
| Mission | 1. **Provide the School’s Mission Statement**   The mission of Oldsmar Elementary is to provide a safe learning environment, while educating and inspiring each student to reach their maximum potential and become lifelong learners and responsible citizens. | Narrative | Standard 1-1.2: Purpose | | |
| Values | 1. **Values (DOE School Environment)**   -We value and believe that learning is a Family Affair  -We believe that all students can learn  -We value professionalism and a willingness to collaborate and support one another  - We will continue to find meaning and joy in our work and promote fun in our workplace  -We value a willingness to embrace change  -We will continue to hold our students accountable and ourselves accountable  -We value building maintaining positive relationships | 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.   Teachers gather input at the start of the school year via parent/family questionnaires as a way to better understand the students’ backgrounds and cultures.  During the first weeks of school teachers utilize a variety of ways (student interviews, peer interviews, getting to know you activities and classroom culture building meetings) to build a positive and tolerant culture within the school building. | Narrative |  | | |
| DOE | * 1. Describe how the school creates an environment where students feel safe and respected before, during and after school.   Processes are created via the school crisis plan, school-wide behavior plan. These plans address all aspects of student safety and behavior throughout the course of the school day. In addition, character education and bully prevention programs are implemented school-wide. These programs address school-wide needs based on students input, teacher input and survey responses. There are processes in place to recognize student achievement and improvement in academic and behavior areas. | 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.   The school has developed a school-wide behavior plan that addresses student behavior expectations. Within this plan are specific guidelines for classroom and well as campus common areas. Individual grade levels have established behavioral criteria based on the SWBP that recognizes and addresses appropriate student behavior. All staff members receive a school overview of the SWBP at the beginning of the school year. Based on the plan, daily communication is established between teacher and parents as well as reinforcers related to academics and behavior. | 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.   Oldsmar Elementary utilizes the skills and experience of the Social Worker and Guidance Counselor to provide small groups and individual counseling for to meet the social-emotional needs of all students. In addition Oldsmar Elementary utilizes school based and community volunteer mentors as resources to support the social-emotional needs of our students. . As mentors are trained they are paired with identified students and parents are also provided with community based resources. | Narrative |  | | |
|  | **B. School Advisory Council (SAC)**  DOE moved warning system here but we have it later in the plan |  |  | | |
| DOE | **Membership**   1. Identify the name and stakeholder group for each member of the SAC.   Stacia Sinclair- chair  Michael Feeney-Principal  Ann Welsh- Assistant Principal  Misti Pollaro-parent  James Green-parent  Yvette Gamble-parent  James Green-parent  Susan Hurley-community  Andrea Fonseca-community  Mohammad Amir- parent  Teresa Cann-parent  Courtney Vandeberg-parent | Narrative | Standard 2-2.4, 2.5: Governance and Leadership | | |
| DOE | 1. Evaluation of last year’s school improvement plan   Data presented below is reflective of the actions taken during the 2013-14 school year to address the SIP goals:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Measure** | **Math** | **Reading** | **Science** | **Writing** | | Student Achievement of High Standards | 56 +4 | 69 +10 | 61 +20 | 65 +10 | | Annual Learning Gains | 74 +14 | 79 +18 |  |  | | Annual Learning Gains of Lowest 25% in the School | 67 +4 | 56 -9 |  |  | |  |  | | |
| DOE | 3. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project. SIP funds were allocated during the 2013-14 school year to provide training and professional development for teachers in the area of Common Core Standards. |  |  | | |
| 3  DOE | 1. Describe the involvement of the SAC in the development of this school improvement plan.   Administration met and presented students data and sought input to address student’s needs. Discussed and developed strategies to communicate SIP to parents/families and community members |  |  | | |
| 3  DOE | 1. Describe the activities of the SAC for the upcoming school year.   Meet monthly to discuss on reflect and discuss most recent student data.  Involved SAC members in the decision making process to address needs throughout the school year | 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.   Projected use of School improvement funds:  Electronic Lesson Planbook - $300  TDEs for teacher professional development – $1,700 | 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** |  |  | | |
|  | 1. Identify the name, email address and position title for each member of the school leadership team and their duties   Principal – Michael Feeney, [feeneym@pcsb.org](mailto:feeneym@pcsb.org) (MTSS/SIP leadership)  Assistant Principal – Ann Welsh, [welsha@pcsb.org](mailto:welsha@pcsb.org) (MTSS/SIP leadership)  School Counselor – Deborah Manning, [manningde@pcsb.org](mailto:manningde@pcsb.org) (facilitates MTSS/coordinates. Tier II and Tier III interventions)  Social Worker – Jennifer Cohen, [cohenj@pcsb.org](mailto:cohenj@pcsb.org) (assists with analyzing attendance and behavioral data writes PBIP/FBA’s)  School Psychologist – Nandelyne Metellus, [metellusn@pcsb.org](mailto:metellusn@pcsb.org) assists with analyzing academic and behavioral data/writes PSW/FBA’s and identifies appropriate interventions) |  |  | | |
| 3 | For each of your school’s administrators (principal and all assistant principals), complete the following fields: |  | Executive Summary: Section 1 | | |
|  | 1. Name   Michael J. Feeney, Ann Welsh | Narrative | Executive Summary: Section 1 | | |
| 3 | 1. Credentials (degrees and certifications)   B.S. Elementary Education, M.S. Educational Leadership | Narrative | Executive Summary: Section 1 | | |
| 3 | 1. Number of years as an administrator   8, 3 | Narrative | Executive Summary: Section 1 | | |
| 3 | 1. Number of years at the current school;   5, 3 | 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   49 | DecisionEd/DW | Executive Summary: Section 1 | | |
| 3 | 1. % receiving effective rating or higher   Awaiting VAM data | 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. | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. % ESOL endorsed   51% | DecisonED/DW | Executive Summary: Section 1 | | |
| 2 | f) % reading endorsed | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | 1. % with advanced degree   34.7% | DecisionED/DW | Executive Summary: Section 1 | | |
| 3 | 1. % National Board Certified   4.1% | DecisionED/DW | Executive Summary: Section 1 | | |
|  | i) % first-year teachers  4.1% | DecisionED/DW | Executive Summary: Section 1 | | |
|  | j) % with 1-5 years of experience  18.4% |  | Executive Summary: Section 1 | | |
|  | k) % with 6-14 years of experience  30.6% | DecisionED/DW | Executive Summary: Section 1 | | |
|  | l) % with 15 or more years of experience  23% | DecisionED/DW | Executive Summary: Section 1 | | |
| 2,4 | 2. ***Paraprofessionals*** |  | Executive Summary: Section 1 | | |
|  | a) # of paraprofessionals | 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 | 1. Describe your school’s strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.   Highly qualified teachers are recruited via internship opportunities, partnering with local colleges and universities, and networking within the district to identify talented teachers.  Highly qualified teachers are retained by providing school based support through staff professional development and meaningful teacher recognition.  Teachers are provided on-going feedback and coaching specific to areas targeted for improvement during the school year. | 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. In order to encourage positive working relationships between teachers, a Master schedule has been developed with an emphasis on ensuring daily common planning times within grade levels. In addition, time is set aside weekly for grade level PLCs, as well as opportunities for teachers involved in instructing specific sub groups of students and specific curriculum areas to meet and collaborate. |  |  | | |
| 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.   Teachers new to Oldsmar Elementary will be assigned trained mentors to assist with acclimating to the school, its cultures and processes.  Tanya Benton, (teacher mentee) partnered with Kim Ring (Lead Mentor)  Shannon Munson (teacher mentee) partnered with Kim Ring (Lead Mentor)  Kristin Hecht (teacher mentee) partnered with Kim Ring (Lead Mentor)  Leticia Ackerman (teacher mentee) partnered with Stacia Sinclair (Lead Mentor)  Nicole Lewis (new teacher mentee) partnered with Stacia Sinclair (Lead Mentor) | 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 MTSS leadership team will be responsible for: establishing and monitoring the school wide learning and development of SIP; implementing instructional/intervention plans (Core and Supplemental) developed to achieve goals; and allocating the resources needed to fully implement instructional/intervention plans with fidelity. The MTSS leadership team will coordinate the efforts between all school teams as well as review and revise the School Improvement Plan as needed. Using multiple data sources the MTSS leadership team will identify barriers and possible strategies to overcome these barriers. The MTSS leadership team will analyze school academic data three times a year to identify students needing additional supplemental instruction (Tier 2). Students requiring supplemental instruction will be progressed monitored bi-weekly and instruction will be adjusted accordingly. The MTSS leadership team will analyze school wide behavior data monthly to identify students requiring additional behavioral support. . In addition, Hourly ERELM teachers and other resources will be aligned to address the needs of struggling students. | Narrative | Standard 3-3.7: Teaching and Assessing for Learning | | |
| 4 | 1. 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 – Michael Feeney (MTSS/SIP leadership)  Assistant Principal – Ann Welsh (MTSS/SIP leadership)  School Counselor – Deborah Manning (facilitates MTSS/coordinates. Tier II and Tier III interventions)  Social Worker – Jennifer Cohen (assists with analyzing attendance and behavioral data/writes PBIP/FBA’s)  School Psychologist – Nandelyne Mettellus (assists with analyzing academic and behavioral data/writes PSW/FBA’s and identifies appropriate interventions)  Grade Level Team Leaders: Stacia Sinclair, Selene Hove, Jackie Giddings, Kim Ring, Holly Huey (analyze school wide data/shares information with grade level PLC’s) | Narrative | Standard 2-2.4: Governance and Leadership | | |
| 4 | 1. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.   The MTSS team meets on a weekly basis to monitor, reflect and act on needs based on school wide data. The MTSS will use the problem solving process identified above to identify areas of need and allocate resources. The MTSS leadership team will be using SAPSI to identify areas of need for further professional development | Narrative | Standard 2-2.3,2.4: Governance and Leadership | | |
| 5 | 1. 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).   Tier 1data sources include PMRN, FAIR, FCAT, Pinellas Common Assessments Math, Science, Literacy, Running Records and office discipline referrals. In addition to Tier 1 data sources, Tier 2 supplemental data sources include DIBELS probes. Data will be entered into excel spreadsheets and graphed data will be shared during data review meetings in order to assess student growth. In addition to Tier 1 and Tier 2 data, Tier 3 intensive data sources include AIMS web probes. Data will be entered into AIMS web and graphed weekly. Data will be reviewed with the PSW team every 6 weeks in order to assess student growth. The CST will meet bimonthly to analyze attendance data and this information will be shared with MTSS and PLC’s. | Narrative | Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement | | |
| 4,5 | 1. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.   During weekly MTSS leadership meetings, grade level teacher representatives are trained in the process of MTSS and are responsible for delivering this training to their grade level teams during PLCs. In addition other school wide MTSS leadership team members attend PLCs to assist and deliver training to teachers. Oldsmar Staff development Moodle site also has many resources that teachers can reference regarding. Data-based problem solving. As needed monthly school wide trainings can be utilized to support this as needed | 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. Teachers utilize a variety of district provided resources to ensure the alignment of instruction to Florida Standards. Site based and professional development, as well as DWT provides on-going professional development for faculty to ensure the alignment of instruction to standards. |  |  | | |
|  | 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. Faculty utilizes data in the classrooms daily to modify and differentiate instruction. Teachers utilize formative assessment data as a tool to inform their teaching. In addition, regular data chats are held to identify students requiring additional support beyond the core. Data is utilized on a continuous basis to identify and create small instructional groups. Teachers monitor and implement strategies based on instructional groups as well as AMO groups. Through Professional Learning Communities teachers work collaboratively to ensure the needs of all students are met. |  |  | | |
|  | * 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 ELP, STEM Academy, Computer Lab, Partnership with Safety Harbor and YMCA 2. Strategy purpose and rationale – Addition of meaningful learning time for students requiring support or enrichment beyond the classroom. 3. Number of minutes added to the school year 60 mins. weekly 4. Person(s) responsible for monitoring implementation of the strategy Principal, Assistant Principal 5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy. Specific students learning gains calculated prior to and after to FCAT, Common Assessments, Running Record and FAIR data are utilized to assess the effectiveness of programs.   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. | 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. | Narrative | Standard 3-3.5: Teaching and Assessing for Learning | | |
|  | Describe how the school integrates vocational and technical education programs. |  |  | | |
| 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. Ann Welsh- Assistant Principal, [welsha@pcsb.or](mailto:welsha@pcsb.or) Kathy Dupuis-Pre-K, [dupuisK@pcsb.org](mailto:dupuisK@pcsb.org) Vickie Wilhelmi-K [wilhelmiv@pcsb.org](mailto:wilhelmiv@pcsb.org) Sally Hamilton-1st, [hamiltons@pcsb.org](mailto:hamiltons@pcsb.org) Kris Kirberger-2nd, [kirbergerk@pcsb.org](mailto:kirbergerk@pcsb.org) Kayla Andux-3rd, [anduxk@pcsb.org](mailto:anduxk@pcsb.org) Bridget Behrmann-4th, behrmannb@pcsb.org Tanya Benton-5th, [bentont@pcsb.org](mailto:bentont@pcsb.org) Marilyn Strouse-Speech/Lang. [strousem@pcsb.org](mailto:strousem@pcsb.org) | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. 2. Describe how the school-based LLT promotes literacy within the school. 2. Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: 3. Support for text complexity 4. Support for instructional skills to improve reading comprehension 5. Ensuring that text complexity, along with close reading and rereading of texts is central to lessons 6. Providing scaffolding that does not preempt or replace the text reading by students 7. Developing and asking text dependent questions from a range of question types 8. Emphasizing students supporting their answers based upon evidence from the text 9. Providing extensive research and writing opportunities (claims and evidence) 10. Support for Implementation of the Florida Standards Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction) 11. Meetings occur monthly with facilitator roles and responsibilities rotating throughout the year. | Narrative | Executive Summary: Section 1 | | |
| 2 | 1. What will be the major initiatives of the LLT this year?   The major initiatives of the LLT this year will be:  - a heavy focus on collaborative planning among grade level teachers with the inclusion of ESE teachers  - Evidence of teachers moving students to reading text at a higher complexity  -Creating programs to educate/assist families with providing meaningful reading support to their children | 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. Collaborative planning at every grade level has been incorporated into the master schedule. Teachers plan with team member and staff in the ESE department to ensure all students individual needs are addressed. School-wide professional development is provided based on need. Need has been determined through data analysis, teacher input and observations. | 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 school-wide 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  78 students, 30.5% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4  97 students, 37.9 | 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)  79% | 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)  8 students, 47.1% | 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) 3students, 17.6% | 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) 2students. 11.8% | 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  Asian: 14 students 93%  Black: 7 students 47%  Hispanic: 22 students 53%  White: 126 students 73%  ESE: 13 students, 39%  ED: 83 students, 62% | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
|  | *f) Postsecondary readiness* |  |  | | |
|  | The following data shall be considered by high schools. |  |  | | |
|  |  *4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.* | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 1 to support target(s):**  **Increase the percentage of students on the proficient level by 6% as measured by the Florida Standards Assessment.**  **Per Bradley MOU: increase the percentage of African American students scoring proficiency by 5% as measured by the Florida Standards Assessment.**  **Increase the percentage of ESE students scoring on the proficient level by 28 percent as measured by the Florida Standards Assessment.**  **Increase the percentage of Economically Disadvantaged students by 8 percent as measured by the Florida Standards Assessment.** | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 1**:  FSA, Common Assessments, FAIR, Running Records, ELA’s and Formative Assessment, Performance Matters and Data Warehouse | Narrative  DecisionED |  | | |
|  | **Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)**  1. Percentage of students scoring on proficient level on FCAT/FSA | **2012-13** Actuals | **2013-14 Targets** | | |
| **#**  **69%,**  **175 students** | **%**  **74** | **#** | **%** |
| 2. Percentage of students scoring proficient of FAIR AP3 grades 3-5 | **#**  **49%**  **126 students** | **%** | # | % |
| 3. | **#** | **%** | **#** | **%** |
|  | **Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1- All teachers grade Pre-K through 5 will receive Common Core training to gain a deeper understanding of unpacking the reading standards and choosing appropriate resources to meet individual student needs.** | Narrative |  | | |
|  | **Action 2- All grade levels will designate a time to meet and collaborate, focusing on the Reading Florida Standards.** | Narrative |  | | |
|  | **Action 3- Provide instructional support utilizing school leaders monthly to all instructional staff.** | Narrative |  | | |
|  | **Action 4- Provide ongoing professional development to all instructional staff related to accountability/student progress monitoring/Formative Assessment** | Narrative |  | | |
|  | **Plan to Implement Action 1:**  **Training will be provided monthly, focusing on Florida Standards, to continue to deepen staff understanding of reading curriculum.**  **Provide training related to available interventions/differentiated instruction to instructional staff.** | Narrative |  | | |
|  | **Plan to Implement Action 2:**  **Create a master schedule that provides for common grade level planning.**  **Schedule bi-monthly PLC Curriculum meetings led by grade level instructional leaders** | Narrative |  | | |
|  | **Plan to Implement Action 3:**  **Grade level instructional school leaders and administration will provide meaningful training during monthly curriculum meetings.**  **Share insight/knowledge from trainings/book study.** | Narrative |  | | |
|  | **Plan to Implement Action 4:**  **Provide training during staff meetings, PLC’s and SBLT related to data disaggregation and utilizing data to drive instruction.** | 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): Writing goals and professional development are incorporated and written as reading/language arts goals/P.D.** | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 2**: | 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)** |  |  | | |
|  | **Action 1-** | Narrative |  | | |
|  | **Action 2-** | Narrative |  | | |
|  | **Action 3-** | 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  69 students, 27% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4  81 students, 31.6% | 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)  74% | DecisionED/DW FCAT 2.0 only | Assessment Matrix | | |
| 1 |  Students in lowest 25% making learning gains (FCAT 2.0 and EOC)  67% | 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  Asian: 13 students, 87%  Black: 3 students, 20%  Hispanic: 25 students, 58%  White: 105 students, 60%  ESE: 15 students, 45%  ED: 69 student, 50% | 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):**  Increase the percentage of students scoring at the proficient level by 7 percent as measured by FSA.  Per Bradley MOU: Increase the percentage of students in the African American subgroup scoring at the proficient level by 13 percent.  Increase the percentage of students in all subgroups scoring at the proficient level to meet their target AMO. | Narrative |  | | |
|  | **Possible Data Sources to Measure Goal 3**: | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. Percentage of students scoring on the proficient level measured by FCAT 2.0/FSA | **2012-13** Actuals | **2013-14 Targets** | | |
| **# 150 students, 58%** | **%** | **#** | **%** |
|  | 2. Percentage of students who are proficient on AP3 Common Assessment. | **# 140**  **55%** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1- Develop a deeper understanding of the Florida Standards by providing training on math content knowledge.** | Narrative |  | | |
|  | **Action 2- All grade levels will designate a time to meet and collaborate, focusing on the Math Florida Standards** | Narrative |  | | |
|  | **Action 3- Provide instructional support utilizing school leaders monthly to all instructional staff** | Narrative |  | | |
|  | **Action 4- Provide ongoing professional development to all instructional staff related to accountability and Formative Assessment** | Narrative |  | | |
|  | **Plan to Implement Action 1:**  **Training will be provided monthly, focusing on Florida Standards, to continue to deepen staff understanding of reading curriculum.**  **Provide training related to available interventions/differentiated instruction to instructional staff.** | Narrative |  | | |
|  | **Plan to Implement Action 2:**  **Create a master schedule that provides for common grade level planning.**  **Schedule bi-monthly PLC Curriculum meetings led by grade level instructional leaders.**  **Delve deeper into Florida Standards, new assessment as well as available resources.** | Narrative |  | | |
|  | **Plan to Implement Action 3:**  **Grade level instructional school leaders and administration will provide meaningful training during monthly curriculum meetings.**  **Share insight/knowledge from trainings/book study.** | Narrative |  | | |
|  | **Plan to Implement Action 4:**  **Provide training during staff meetings, PLC’s and SBLT related to data disaggregation and utilizing data to drive instruction.** | Narrative |  | | |
|  | **D. Area 4: Science** |  |  | | |
|  | 1. ***Elementary and Middle School Science*** |  |  | | |
|  | The following data shall be considered by elementary and middle schools. |  |  | | |
|  | *a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)* |  | Assessment Matrix | | |
| 1 |  Students scoring at Achievement Level 3  30 students, 33% | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students scoring at or above Achievement Level 4  25 students, 27.5% | 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)  2 | Narrative | Standard 3-3.12: Teaching and Assessing for Learning | | |
| 1 |  Participation in STEM-related experiences provided for students | Narrative | Standard 3-3.1: Teaching and Assessing for Learning | | |
|  | The following data shall be considered by high schools. |  |  | | |
| 1 |  Students enrolling in one or more *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Completion rate (%) for students enrolled in *accelerated* STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking one or more advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take advanced placement exams for STEM-related courses | DecisionED/DW | Assessment Matrix | | |
| 1 |  CTE-STEM program concentrators | DecisionED/DW | Assessment Matrix | | |
| 1 |  Students taking CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix | | |
| 1 |  Passing rate (%) for students who take CTE-STEM industry certification exams | DecisionED/DW | Assessment Matrix | | |
|  | **Goal 4 to support target(s):**  **Increase the percentage of 5th grade students scoring at the proficient level by 6 percent as measured by FCAT 2.0.** |  |  | | |
|  | **Possible Data Sources to Measure Goal 4**:  FCAT 2.0 Science  Common Assessment | DecisionED/DW |  | | |
|  | **Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)**  1. Percentage of students scoring level 3 | **2012-13** Actuals | **2013-14 Targets** | | |
| **#**  **30 students, 33 Percent** | **%** | **#** | **%** |
|  | 2. Percentage of students scoring level 4 or higher | **# 25 students,**  **27.5 percent** | **%** | **#** | **%** |
|  | 3. | # | % | # | % |
|  | **Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)** |  |  | | |
|  | **Action 1-**  **Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade assessment.** |  |  | | |
|  | **Action 2-**  **Establish routine practice for students in the use of the Science Learning Activity Guides as a component of the science notebook processes.** |  |  | | |
|  | **Action 3- Increase the utilizations of the 5 E teaching model.** |  |  | | |
|  | **Action 4-** |  |  | | |
|  | **Plan to Implement Action 1:**  **Schedule and assess students on the diagnostic assessment and complete an item analysis.**  **Identify lowest performing standards by teacher and/or grade level for each science strand.**  **Develop and implement a plan of differentiation for students.** |  |  | | |
|  | **Plan to Implement Action 2:**  **Monitor for consistent routine practice of students utilizing notebooks/SLAGS.**  **Providing meaningful and timely feedback in student science journals.** |  |  | | |
|  | **Plan to Implement Action 3:**  **Every teacher, grades 3-5, will utilize the science lab based on the created schedule.**  **All teachers grades K-5 will utilize their respective grade level units posted on the district moodle site.** |  |  | | |
|  | **Plan to Implement Action 4:** |  |  | | |
|  | 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 | 1. Students tardy 10 percent or more, as defined by district attendance policy   48/525 or 9% | 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   61/525 or 11.6% | DecisionED/DW | Standard 5-5.2 Using Results for Continuous Improvement | | |
|  | 2. ***Suspension*** |  |  | | |
| 3 | 1. Students with one or more referrals   31 | DecisionED/DW | Standard 5: Using Results for Continuous Improvement | | |
| 3 | 1. Students with five or more referrals   5 | 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.  5 | 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.  0 | 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.  8 | 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.  2 | 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  6 | 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   Reading – 11.3%  Math – 17.2% | 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 | d. Students in 3rd grade with one or more course failures on first attempt in core-curricula courses 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 | * 1. The number of students by grade level that exhibit each early warning indicator listed above   Pre K- 11, K – 15, 1st – 13, 2nd – 9, 3rd – 6, 4th – 6, 5th- 12 |  |  | | |
| 1,3 | g. The number of students identified by the system as exhibiting two or more early warning indicators 1 |  |  | | |
| 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). The one student how has been identified in two early warning areas was retained and received out of school suspension last year. He will be receiving remedial reading services and has a current FBA to deal with behavior issues. |  |  | | |
|  | 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). |  |  | | |
|  | 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. 32 parent engagement opportunities are currently offered during the school year. Examples of these opportunities include but not limited to the following: Open House, monthly SAC and PTA meetings, Family Literacy education night, math night, curriculum fair, City of Oldsmar Art Exhibit evening, monthly Spirit nights at neighborhood restaurants, school celebrations such as the, Grandparents Breakfasts, and family dinners as well as wellness activities such as the Annual Fun run. Parent engagement is consistently at least 60%. |  |  | | |
|  | 1. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement.   Utilizing the skills and experiences of the Family/Volunteer Liaison, Oldsmar Elementary seeks out the resources available throughout the community to support the learning of students. Financial and human resources from the community are matched to the needs of specific students, classrooms and the school as a whole. (Ex. Adopt-a-class funds, mentors, local high school students, and local business resources) |  |  | | |
|  | **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. Individual goals created for each content area as well as EWS goals. | Narrative |  | | |
| 1-5 |  Step 2: Brainstorm barriers that could prevent the school from achieving each goal.  Time-utilizations, Core Instruction, P.D., Relationships, Accountability, Scheduling, Attendance, Prior knowledge, Classroom Interruptions, Change | 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). Core Instruction and Professional Development, Utilization of allotted Time, Accountability, Scheduling and Relationships. | Narrative |  | | |
| 1-5 |  Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. Providing just in time professional development to address needs based on data reflection, teacher input and observations. Creating a master schedule that allows for collaborative planning between all grade level stake holders. Monthly data meetings to reflect on instruction/interventions and individual needs of both staff and students. | 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). SBLT and SAC will reflect monthly on effectiveness and fidelity of the implementation of SIP. | Narrative |  | | |
| 1-5 |  Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). SBLT and SAC will meet monthly to monitor progress of school-wide goals. | 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 student achievement in all content areas. | Narrative |  | | |
|  |  Topic, focus, and content  Professional development will be provided over the course of the school year by administration as well as my teacher leaders. These will take place before, during and after school in faculty meetings as well as during PLC’s and common planning times. Focus of these P.D. meetings will be related to formative assessment, data tracking and planning with a focus on analyzing standards. | Narrative |  | | |
|  |  Facilitator or leader  Administrator, Teacher Leaders, and Staff Developers | Narrative |  | | |
|  |  Participants (e.g., Professional Learning Community, grade level, schoolwide)  School-wide and grade level cadres | Narrative |  | | |
|  |  Target dates or schedule (e.g., professional development day, once a month)  Minimum of once a month | Narrative |  | | |
|  |  Strategies for follow-up and monitoring  Reflect through PLC and SBLT conversations and use that information as well as on-going data to provide just-in-time P.D. | Narrative |  | | |
|  |  Person responsible for monitoring  Administration and SBLT representatives | 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. | | | | |
|  | **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-Content specific goals  Increase the percentage of students scoring proficient across all grade levels and subgroups areas as mentioned above in content specific goal areas | Narrative |  | | |
| 4 | 2. Strategy Strategies are the same as those listed in the above content areas | Narrative |  | | |
| 4 | 3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) | Narrative |  | | |
| 4 | 1. Description of resources The majority of funding will be utilized on teacher salaries to provide reading interventions during the school day as well as extending the school day through ELP programs specifically targeting/addressing student needs. TDE’s will be utilized to provide staff the opportunity, when needed, to observe specific content areas of other staff members here at the school and abroad. | Narrative |  | | |
| 4 | 5. Funding source ER-ELM, ELP, and SIP Funding | Narrative |  | | |
| 4 | 6. Amount needed- $63,000 | 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 | | |