School Improvement Plan
2015-2016

Safety Harbor Elementary

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Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Safety Harbor Elementary	Cecilia	Palmer

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Blake	Fish

SCHOOL VISION - What is your school's vision statement?

The Vision of Safety Harbor Elementary: Success happens for every student. Together everyone achieves more.

SCHOOL MISSION - What is your school's mission statement?

The Mission of Safety Harbor Elementary School is to work together as a team to help each student reach his or her highest level of social, physical, and academic achievement and become productive, well rounded citizens.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

On-site Multi-cultural Club, classroom culture building and a focus on Commitment to Character. Character traits celebrated monthly through book of the month and monthly student assembly. Student surveys completed by teachers to get to know all students and build relationships. Classroom processes implemented and classroom expectations are created together (teacher and students). Morning meetings implemented in all classrooms.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

-Defined and communicated processes amongst site-based leadership and staff
-Classroom meetings encouraged
-Implementation and communication of bullying and harassment procedures and district expectations to include definition of bullying and harassment (what it is and what it is not), reporting expectations, reporting procedures and defined/communicated follow-up process

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.

-Established, posted and communicated Sea Turtle Trait expectations based on Commitment to Character:
(Respect, Responsibility, Ready to Learn and Safety First at Safety Harbor): Visible in classroom/common areas and taught by the classroom teacher
-4,3,2,1 Classroom and School-wide Behavior Plan:
4 (Exceeding Expectations), 3 (Meeting Expectations),
2 (Needs Improvement), 1 (Unacceptable Behavior)
-Progressive Discipline Plan
-Minor behavior report and Office Referral forms aligned to Sea Turtle expectations

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.

Defined roles and response as needed to include site-based Behavior Specialist, Guidance Counselor, Psychologist and Social Worker.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**
SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?	

Add Member | Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Cecilia	Palmer	Principal
Amy	Stewart	Assistant Principal
Blake	Fish	SAC Chair
Adrian	Blevins	Parent
Mindy	Cain	Parent
Sean	Colby	Parent
Deborah	Ebersold	Faculty
Maria	Figueroa	Parent
Jennifer	Goza	Faculty Representative
Mary	Howell	Parent
Ashley	Lounge	Parent
Magen	Naret	Parent
Jordan	Spaethe	Parent
Ryan	Szabo	Faculty/Parent
Melissa	Walls	Faculty/Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Review of last year's school data as it relates to the School Improvement Plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Funds utilized for Professional Development to include staff book study (Art and Science of Teaching).

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

With the leadership of the school Principal, the Safety Harbor SAC will review relevant data, identify problem areas, develop improvement strategies and monitor implementation and results as data becomes available. SAC members will be invited to review the final SIP, provide input and vote on final approval.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The Safety Harbor School Advisory Council will meet monthly to provide continuous planning and support for professional development, business partnerships, and use data to drive SIP development and revisions. Teacher representatives will be invited to provide updates as it relates to grade level initiatives and outcomes.

PROJECTED USE OF SIP FUNDS - 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 plan.

School improvement funds will be used for extended learning. Funding will cover teacher rates and supplies. Students will be identified on end of year status as well as beginning of the year assessment data.

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?　　○ Yes　　◉ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

TBD - In Process

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Cecilia	Palmer	palmerce@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	4	1
Certifications (if applicable)			
ESOL/Reading Endorsement			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Amy	Stewart	stewartam@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Science	Educational Leadership	2	2
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

# of instructional employees: ___60___

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): ___100___

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: ___53.3___

% reading endorsed: ___11.7___

% with advanced degrees: ___33.3___

% National Board Certified: ___8.3___

% first-year teachers: ___8.3___

% with 1-5 years of experience: ___16.7___

% with 6-14 years of experience: ___25___

% with 15 or more years of experience: ___50___

PARAPROFESSIONALS

# of paraprofessionals: ___0___

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): ___100%___

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Recruitment: Post positions when necessary, selection of best candidate through resume and interview process (team format)
Develop: Orientation which includes immediate inclusion in school-wide expectations, policies and processes as well as pairing with site-based mentor and administrative walkthroughs, observations and evaluation
Retain: On-going on-site and district professional development opportunities, administrative feedback and evaluation, continued offering of site-based mentors

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Encourage and develop teacher leaders, implementation of weekly PLC meeting format (standardized meeting format across grade levels), and collaborative, monthly leadership meetings.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Lead mentor: Cheri Cross
Team: Carolyn Burke, Cheri Cross, Shelley Holder, Nicole Marchesiello-Clark, Sarah Webb
Pairings based on grade level and areas of strengths. Planned, monthly mentor meetings to support lesson planning, curriculum and site expectations and processes. Site-based process includes mentors for staff new to the teaching profession as well as experienced teachers new to Safety Harbor Elementary.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBELM-SOLVING PROCESSES - 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.

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring for Tier II and Tier III students. Students are identified as deficient in meeting expectations (Academic and Behavior). Identified students are discussed at the Team Level to develop initial intervention strategies to be implemented and monitored. Students that continue to be deficient are discussed at the SBLT for additional strategies for intervention and Progress Monitoring. Grade Level Teams review monthly the overall student performance and share information with the SBLT.

MTSS SCHOOL-BASED LEADERSHIP TEAM - 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.

Add Member   Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Cecilia	Palmer	Principal
Amy	Stewart	Assistant Principal
Emily	Durden	Social Worker
Jennifer	Goza	Behavior Specialist
Kathleen	Shea	Psychologist
Emily	Yowler	Guidance Counselor

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Monthly review of student achievement data (Primary Sources: EDS, Decision ED., Performance Matters). Ongoing dialog with teachers. Monthly staff meetings to focus on goal implementation and results.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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).

Primary Sources: EDS, Decision ED., Performance Matters, iStation, ST Math
2015-16 Goal: Add a data room to assist in the consistent review of student achievement data at all grade levels

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Beginning of the year overview of expectations/process as well as monthly review of student achievement data (Primary Sources: EDS, Decision ED., Performance Matters). Ongoing dialog with teachers. Monthly SIP staff meetings to focus on goal implementation and results.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

-Distribution and implementation of district issued curriculum materials (implementation monitored by Administration)
-Distribution and implementation of yearly assessment schedule (assigned assessment days during testing window)
-Administrative classroom walkthroughs as well as class/staff observations and staff evaluation
-Administrative classroom walkthroughs monitoring adherence to pacing calendar in all content areas

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Principal and Assistant Principal schedule and facilitate data meetings with all grade levels to discuss student performance levels and sub-groups at regular intervals throughout the school year. Grade level teams present to the SBLT the most current common assessment data and on-going progress monitoring data. Discussion points and data review strategies are discussed for follow-up at grade level PLCs as well. Special focus is given to sub-groups and our lowest performing students.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

The use of additional small group instruction beyond the school day with a focus on practicing and deepening knowledge in the content areas of Reading and Math.

Minutes added to the school year: 2,600

What is/are the strategy's purpose(s) and rationale(s)?

To provide low performing students with the opportunity to extend their learning beyond the school day in the content areas of Reading and Math.

Provide a description of the strategy below.

Targeting students who are not meeting grade level expectations and subgroups.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy – Determined through common assessment testing, 3rd grade Portfolio assessments and classroom formative assessments. Small group researched based interventions will be delivered by highly qualified teachers. During the Extended Learning program, on-going progress monitoring of performance data will be collected in regular cycles and used to regroup students.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Responsible for implementation - Principal, Assistant Principal, and Extended Learning Teachers will be responsible for monitoring implementation.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Teachers align instruction to meet the Florida Standards for English Language Arts, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking and listening.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To assist individual student's in determining their understanding of the learning goal(s).

Provide a description of the strategy below.

Teachers develop rigorous goals and performance scales based on identified key standards.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected (formally and informally) through the use of state/district assessments, observational data, and record keeping. Teachers provide feedback to students by conducting data chats and support students with goal-setting based on data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal and Assistant Principal through classroom walkthroughs and observations as well as administration/teacher conversation and feedback.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers utilize the gradual release model to include explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To guide and move students through daily lessons that move from teacher guided instruction to student independent content practice.

Provide a description of the strategy below.

Teachers plan for and implement a gradual release model that includes the components of a balanced literacy program on a daily basis to include the architecture of a mini lesson with a connection, explicit teaching point, active engagement, and link and share.

How is data collected and analyzed to determine the effectiveness of this strategy?

The effectiveness of this strategy will be monitored through Administrative walkthroughs to ensure implementation of the gradual release model.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Classroom teacher, Assistant Principal, Principal

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

-PreK and Kindergarten Open House
-1st through 5th Grade Open House
-Kindergarten Roundup
-Classroom and School Tours
-Teacher Conferences
-Ongoing Communication Formats
-End of Year Middle School Visit for 5th Grade Students
-2015/16 Goal: Add end of the year "Jump Up" meetings - families/students meet with next year's grade level teacher to gain an understanding of the expectations/processes involved in the applicable grade level.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member | Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email

LLT Member First Name	LLT Member Last Name	Title	Email
Cecilia	Palmer	Principal	palmerce@pcsb.org
Cheri	Cross	Kindergarten Teacher	crossch@pcsb.org
Missy	Baby	First Grade Teacher	babym@pcsb.org
Karen	Peters	Second Grade Teacher	petersk@pcsb.org
Sarah	Webb	Third Grade Teacher	webbsa@pcsb.org
Shelley	Pompei-Holder	Fourth Grade Teacher	pompeiholders@pcsb.org
Kris	Sarvis	Fifth Grade Teacher	sarvisk@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

LLT meets as necessary. Members serve on SIP goals team to ensure that literacy is embedded across all content areas of instruction. ELA workshop and all components of a balanced literacy program are part of our Safety Harbor Elementary Academic Expectations each school year. Formal observations are focused on Reading workshop and the delivery of instruction through the architecture of a mini lesson. Lesson plans are reviewed weekly to ensure standards are addressed and resources and formative assessments are aligned. A family Reading night will be conducted to promote literacy.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Support instructional staff in effective language arts instruction by reviewing and acquiring instructional materials. LLT will support in the implementation of the language arts standards and integration across other content areas.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	Area 1: English Language Arts (Reading)

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.8		33

Students Scoring at or Above Achievement Level 4		
2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.5		34

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		73

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		73

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63.5		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	71.9		77
Black/African American	21.7		27
Hispanic	61.3		67
Asian	77.8		83
American Indian			
English Language Learners (ELLs)	19.2		25
Students with Disabilities (SWDs)	8.3		14
Economically Disadvantaged	47.3		53

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Goal 1: Increase the percentage of students scoring proficiently on district Module D by 5% as measured by Module D post test 2014-15.

Goal 2: Increase the percentage of Black or African American students scoring proficiently on district Module D post test by 5% as measured by the Module D post test 2014-15.

Provide possible data sources to measure your reading goal.

Module D post test for 3rd, 4th and 5th grade. Proficient=68.7%, Approaching Proficiency=13.9%, Deficient=15% (14/15 Module D Post Assessment for 3rd, 4th and 5th grade combined). Also utilized FSA data, running records, on-going progress monitoring and SAT 10 data.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional Learning Communities - Meet in Professional Learning Communities (PLCs)/conduct data chats regularly to review student responses to tasks and plan for instruction based on data.	Regularly scheduled PLCs utilizing a standard, school-based form that facilitates conversation. Forms to be sent to Administration for review and feedback communicated to each grade level team.
Action 2	Plan to Implement Action 2
Instruction - Strengthen instruction by increasing the amount of time students are engaged with complex text, participating in differentiating instruction and measured through formative assessment.	Professional Development opportunities communicated and recommended to staff such as Module digging deeper training, close reading and instructional methods.
Action 3	Plan to Implement Action 3
Gradual Release - Utilize the Gradual Release Model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities	Observations (peer and administrative) and feedback (peer and administrative) in a variety of settings. Provide coaches to new teachers to monitor utilization of Gradual Release.
Action 4	Plan to Implement Action 4
Progression Scales - Utilize progression scales based on Marzano model.	As grade level teams, unpack standards and create progression scales based on state standards.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44.6		50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Increase the Writing scores produced by students based on grade level Writing rubrics.

Provide possible data sources to measure your writing goal.

FCAT data, common assessment data, module assessment data, running records, on-going progress monitoring, SAT 10 data.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers ensure students regularly write short responses based on texts to include paper/pencil practice.	Teachers provide daily opportunities to write over extended timeframes.
Action 2	Plan to Implement Action 2
Utilize technology to enhance keyboarding/research skills.	Consistent and relevant/instructional use of computer lab time/ classroom center time to include periodic keyboarding skill practice.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.8		37

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		32

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55		60

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		69

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	65.2		70
Black/African American	21.7		27
Hispanic	46.8		52
Asian	77.8		83
American Indian			
English Language Learners (ELLs)	26.9		32
Students with Disabilities (SWDs)	20.8		26
Economically Disadvantaged	43.3		48

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Goal 1: Increase the percentage of students scoring proficiently on district common assessment by 5% as measured by Cycle 3 2014-15.
Goal 2: Increase the percentage of Black or African American students scoring proficiently on district common assessment by 5% as measured by Cycle 3 2014-15.

Provide possible data sources to measure your mathematics goal.

FSA data, common assessment data, on-going progress monitoring, SAT 10 data, ST Math and Soar to Success.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Utilizing MFAS for all grade levels.	Professional Development with support of district coaches to plan units of study with planned and scheduled formative assessments.
Action 2	Plan to Implement Action 2
Implement Van de Walle.	Plan for staff book study.
Action 3	Plan to Implement Action 3

Increase the effectiveness of our Math intervention block.	Implement Soar to Success.
Action 4	Plan to Implement Action 4
Instruction-Strengthen instruction by increasing the amount of time students are engaged with problem solving, participating in differentiating instruction and measured through formative assessment.	Professional Development opportunities communicated and recommended to staff such as ongoing site-based and district-wide Math trainings.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D	Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25	21	26

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29	42	47

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

To increase the percentage of students achieving proficiency (level 3 and above) to 73%.

Provide possible data sources to measure your science goal.

Performance Matters, Informal and Formal Assessments (District/State)

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Establish routine practice for students in the use of the Science Learning Activity Guides (SLAGS) as a component of the Science Notebook process.	Site-based expectation is that all instructional staff will utilize the SLAGS.
Action 2	Plan to Implement Action 2

Continued routine practice and utilization of the site-based Science Lab.	Site-based expectation is that all 3rd-5th instructional staff will utilize the Science Lab and follow the assigned schedule.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

The STEM goal for Safety Harbor Elementary will be to increase the number of students achieving a Level 4 and 5 in Science to 47% and the number of students achieving a Level 4 and 5 in Math to 32%.

Provide possible data sources to measure your STEM goal.

Performance Matters, Informal and Formal Assessments (District/State).

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
To promote site-based STEM related leadership opportunities to community and teacher leaders.	Identify community and teacher leaders who will facilitate site-based STEM opportunities and communicate/assign the STEM related opportunities accordingly.
Action 2	Plan to Implement Action 2
To maintain and enhance established Robotics Club and STEM Club.	Advertise Robotics Club/STEM Club opportunities and monitor enrollment, participation and program initiatives.
Action 3	Plan to Implement Action 3
To maintain and enhance site-based Science Lab for Grades 3-5.	Monitor grade level attendance and participation as expected during the school day for students in Grades 3-5.
Action 4	Plan to Implement Action 4
To monitor student Math and Science performance data.	Monitor performance data as provided through sources such as Performance Matters as well as district assessment cycles and state assessment data.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	9%	0	0
Grade 1	10%	3%	1%
Grade 2	8%	2%	1%
Grade 3	6%	9%	5%
Grade 4	6%	8%	4%
Grade 5	0	2%	1%

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	16%	12%	6%
Grade 1	7%	11%	5%
Grade 2	8%	11%	5%
Grade 3	3%	9%	5%
Grade 4	10%	3%	1%
Grade 5	9%	12%	6%

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	8%	3%	1%
Grade 1	11%	2%	1%
Grade 2	17%	5%	2%
Grade 3	6%	14%	7%
Grade 4	7%	3%	1%
Grade 5	17%	12%	6%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	0	0	0
Grade 2	2%	1%	0
Grade 3	0	3%	1%
Grade 4	0	1%	0
Grade 5	1%	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1%	0	0
Grade 1	1%	0	0
Grade 2	4%	0	0
Grade 3	1%	2%	1%
Grade 4	0	0	0
Grade 5	4%	4%	2%

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	1%	1%	0
Grade 3	1%	2%	1%
Grade 4	0	1%	0
Grade 5	4%	1%	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	2%	0	0
Grade 2	0	0	0
Grade 3	4%	5%	2%
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	na	na	na
Grade 1	na	na	na
Grade 2	na	na	na
Grade 3	5.2% ELA/12.4% Math		3% ELA/10% Math
Grade 4	7.2% ELA/14.4% Math		5% ELA/12% Math
Grade 5	10.5% ELA/21.3% Math		8% ELA/19% Math

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	2%	0	0
Grade 2	0	0	0
Grade 3	4%	5%	2%
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	5	2

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	3.5%	0%	0
Grade 1	3.4%	1%	0
Grade 2	8.7%	0.9%	0
Grade 3	3.7%	4.7%	2%
Grade 4	1.8%	0.9%	0
Grade 5	6.6%	10.5%	5%

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).

Bi-weekly meeting of the Child Study Team focusing on students with 10% or more absences and consistent tardies. As an intervention, teachers will make contact with the families of students who have absent/tardy issues. Social Worker and Guidance Counselor will hold

attendance groups based on student need. Following teacher contact, Social Worker will follow-up with appropriate letters and/or TIPS if necessary. Implementation of Behavior Modification Plans, Weekly meeting of School Based Leadership Team (core and grade level team format). Goal 2015-16: Identified students exhibiting two or more early warning indicators would participate in a Check and Connect system with their assigned homeroom teacher each day (Ideally - 30 minutes of contact with student each week).

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Reading Goal : Increase the number of African American students scores at or above proficiency to 27%. Action: Identification of low performing African American students in order to invite and enroll them to participate in our site-based ERELM and Extended Learning Program.	21.7%		27%
Math Goal : Increase the number of African American students scores at or above proficiency to 27% Action: Identification of low performing African American students in order to invite and enroll them to participate in our Extended Learning Program.	21.7%		27%
Science Goal : Increase the number of African American students scores at or above proficiency to 18% Action: Monitor district and state assessment data as well as student participation in site-based offerings such as Robotics and STEM Club.	12.5%		18%
Attendance Goal : Decrease the number of African American students who missed 10% or more school days to 0%. Action: Monitor student tardies and absences as expected from the homeroom teachers and as an SBLT, follow-up on progress made for students who have excessive tardies/absences.	1%	1%	0%
Behavior Goal : Decrease the number of African American students who receive referrals at a greater rate than their non-black peers to 2% Action: Monitor that staff are following the progressive discipline plan that includes implementation of the 4,3,2,1 behavior process, parent communication, minor incident reports and office referrals.	6%	5%	2%

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Safety Harbor Elementary has a high level of parental involvement. Areas in need of improvement is to identify and increase the parental involvement of students not meeting AMOs.

BUILDING POSITIVE RELATIONSHIPS - Describe how your 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.

On-going communication includes school newsletter, robo calls, site-based website, revised agenda books with a parent/student handbook, conferences, marquee updates, PTA/SAC opportunities, Portal, phone contact, e-mail. Continue to build positive relationships through evening events supporting the Arts and Curriculum and parent led opportunities to include the site-based Robotics Club.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Continued relationships through Safety Harbor Library, Mattie Williams, Mathnasium, Kiwanis Club of Safety Harbor, Publix, Crispers, Starbucks and City of Safety Harbor.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		16	33
2014-15 reached 1/6 HSP Assessment Modules: 2015-16 goal is 2/6 HSP Assessment Modules completed.			

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.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	1. Van de Walle Training (Math) – proposed book study 2. Soar to Success 3. PLCs 4. Marzano Book Study (The Art and Science of Teaching)
Topic, Focus, and Content	1. Math (instructional best strategies), (problem solving) 2. Math (formative assessment) 3. PLCs (analyzing data and lesson planning) 4. Marzano Appraisal System (examined through whole staff book study - The Art and Science of Teaching)
Facilitator or Leader	1. Varies 2. Varies 3. Varies 4. Varies
Participants *(e.g., Professional Learning Community, grade level, school wide)*	1. Instructional staff school-wide 2. Instructional staff school-wide 3. Instructional staff school-wide 4. Instructional staff school-wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	1. Monthly (component) 2. 3-hour scheduled training (component) 3. Weekly 4. Monthly
Strategies for Follow-Up and Monitoring	1. Data chats, lesson study, walkthroughs/observations 2. Data chats, lesson study, walkthroughs/observations 3. Administrative review of PLC minutes, walkthroughs 4. Data Chats, walkthroughs/observations
Person Responsible for Monitoring	1. SBLT, Administrators, Instructional Staff 2. SBLT, Administrators, Instructional Staff 3. SBLT, Administrators, Instructional Staff 4. SBLT, Administrators, Instructional Staff

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, 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.

MEETING STUDENT NEEDS - 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

Create a budget for each school-funded activity.

Add Item | Delete Item

Budget Item Description	
Related Goal(s)	Marzano Book Study
Actions/Plans	Provide a monthly Marzano book study for instructional staff.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	The Art and Science of Teaching
Description of Resources	One book (The Art and Science of Teaching) per Instructional Staff Member.
Funding Source	School Improvement Funds
Amount Needed	$1,375.00
Budget Item Description	
Related Goal(s)	TDEs for Goals and Scales Work
Actions/Plans	Provide TDEs for instructional staff to plan for goals and scales after core connections training.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Professional Development
Description of Resources	TDEs
Funding Source	School Improvement Funds
Amount Needed	$5,000.00

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 goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
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?	
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?	
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?	
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.	

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier