District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision **100% Student Success**	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission **At Eisenhower Elementary School we are committed to preparing our students to be successful by setting high expectations in an environment where achievement is inspired through effective instruction and respect.**	Narrative	Standard 1-1.2: Purpose
Values	Values **We value integrity. We maintain high expectations as we prepare our students to be the best readers, writers, mathematicians, scientists, and citizens**	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School **Eisenhower Elementary School**	Narrative	
	☐ Principal's name **Antonette Wilson**	Narrative	
	☐ School Advisory Council chair's name **Paula Ciardullo**	Narrative	
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		
	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	
	September 24, 2013		

	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. **School data is shared with our SAC Committee. They are informed of the planning meetings and asked to share their thoughts on the success of the school and the areas that need improvement. The SIP is presented to the SAC Committee for approval.**	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. **Monthly meetings, community project, and monitoring the implementation of the School Improvement Plan.**	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. **Total Allocation: $3407.70** • **Temporary Duty Elsewhere Funds: $1000.00** • **Professional Books for Book Studies/ Computer Site Licenses $ 1600.00** • **District Approved Vendors for Professional Development (a person): $807.70**	Narrative	
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: ☐ **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	
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name Antonette Wilson Principal Thomas Allen Assistant Principal	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) Antonette Wilson:	Narrative	Executive Summary: Section 1

	Elementary Education 1-6 Masters of Educational Leadership Thomas Allen: Maters of Educational Leadership		
3	c) Number of years as an administrator Antonette Wilson: Completed 4 years as an Assistant Principal. 1st year as principal Thomas Allen: 14	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; Antonette Wilson; Entering 1st year Thomas Allen: Completed 11 years entering 12th Year	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) Antonette Wilson = 2012-2013 school grade of a B– 71% of students scored at or above grade level in Reading 62% of students made annual learning gains in reading, 55% of the lowest 25% made annual learning gains in reading. 61% of students scored at or above grade level in Math 56% of students made annual learning gains in math, 50% of the lowest 25 % made annual learning gains in math. 54% of students scored at or above grade level in writing and 57% scored at or above grade level in science. Tom Allen = 2012-2013 school grade of a C. In reading 27% at a level 3, 19% at a level 4 or higher. In math 30% at a level 3 or higher, 17% at a level 4 or higher. In science (5th grade only) 25% at a level 3 , 10% at a level 4 or higher. In writing 34 % at a level 3 and 71% at a level 3.5 or higher.	DecisonEd/DW	
	2. *Instructional Coaches*		Executive Summary: Section 1

	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name **Allison Sisco** **Jewlana Hunter** **Michael Anderson**	Narrative	Executive Summary: Section 1
	b) Subject area **Allison Sisco = Literacy Coach** **Jewlana Hunter = Instructional Staff Developer** **Michael Anderson = Math Coach**	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications) **Allison Sisco = Early Childhood Education, Educational Leadership, Reading Endorsement** **Jewlana Hunter = Elementary Education, Masters in Curriculum and Instruction** **Michael Anderson=**	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach **Allison Sisco= 8** **Jewlana Hunter = 3** **Michael Anderson=**	Narrative	Executive Summary: Section 1
	e) Number of years at the current school **Allison Sisco =8** **Jewlana Hunter = in first year** **Michael Anderson = in first year**	Narrative	Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) **Allison = 2012-2013 school grade of a C. In reading 27% at a level 3, 19% at a level 4 or higher. In math 30% at a level 3 or higher, 17% at a level 4 or higher. In science (5th grade only) 25% at a level 3 , 10% at a level 4 or higher. In writing 34 % at a level 3 and 71% at a level 3.5 or higher.** **Jewlana Hunter = New to county**	DecisionEd/DW	

	Michael Anderson = New to school		
	f) Full-time or Part-time **Allison Sisco = Full Time** **Jewlana Hunter = Full Time** **Michael Anderson = Part Time**	Narrative	Executive Summary: Section 1
	g) School-based or District-based **Allison Sisco = School based** **Jewlana Hunter = School Based** **Michael Anderson = School Based**	Narrative	Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees **82**	DecisionEd/DW	Executive Summary: Section 1
3	b) % receiving effective rating or higher	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
2	d) % ESOL endorsed **52.4%**	DecisonED/DW	Executive Summary: Section 1
2	e) % reading endorsed **7.3%**	DecisionED/DW	Executive Summary: Section 1
3	f) % with advanced degrees **31.7%**	DecisionED/DW	Executive Summary: Section 1
3	g) % National Board Certified	DecisionED/DW	Executive Summary: Section

	3.7%		1
	h) % first-year teachers **8 teachers 9.8%**	DecisionED/DW	Executive Summary: Section 1
	i) % with 1-5 years of experience **15 teachers 18.3%**	DecisionED/DW	Executive Summary: Section 1
	j) % with 6-14 years of experience **27 teachers 32.9%**	DecisionED/DW	Executive Summary: Section 1
	k) % with 15 or more years of experience **32 teachers 39.0%**	DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals **none**	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
	5. *Teacher Recruitment and Retention Strategies*		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. **At Eisenhower ES we will to continue to seek student internship opportunities with St. Petersburg College and University of South Florida. Historically Eisenhower has been able to offer teaching positions to their final intern students as teachers and or long term substitutes. Provide new staff members with school and district based mentors. Support with professional development and temporary duties elsewhere.**	Narrative	Standard 2: Governance and Leadership
	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. **At Eisenhower new teachers are paired with the school based mentors and grade level mentors (Paula Dangler and Stephanie Quinn) that have at least three years of teaching experience, effective or highly effective appraisal ratings, implement and support best practices, and supports the schools vision, mission, values, SIP, and school wide initiatives. These teacher leaders/mentors serve as instructional and curriculum**	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement

	specialist, resources providers, and learning facilitators. Teachers and their mentees will meet at least once as well as attend the required weekly PLC's and committees meetings. Planned actives will include but are not limited to observations of the mentee's instructional practices and providing feedback, planning lessons, connecting lesson activities to content standards, discuss student progress and analyze data in order to make informed instructional decisions , model and or co teach lessons.		
	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. **At Eisenhower all teachers will be responsible for the implementation of Tier 1 instruction. Formal and informal assessments ongoing and summative assessments will be used to identify Tier 2 and Tier 3 students. Teachers will use a checklist to guide them with the collection of data, available resources, and steps to take if student is not responding to the interventions. Teachers will data to refer students to the Site Based Leadership Team. Collected data will be used to assign resources and teacher support through Title 1. Data will be collected on the individual students. The data will be used to determine if the interventions are making an instructional impact on the student's success. Data will also be used to determine if the student will become a tier 3 student needing a Problem Solving Worksheet.**	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP? **Antonette Wilson= Principal** **Tom Allen= AP** **Allison Sisco= Literacy Coach** **Jewlana Hunter Smith= Instructional/RtI Coach** **Steve Ledger= Media Technology Specialist** **Primary Teacher Rep= Rachel Treiser** **Intermediate Rep= Paula Ciardullo**	Narrative	Standard 2-2.4: Governance and Leadership

	Sarah Price= Guidance Counselor **Kelly More= School Psychologist** **The function of this committee is to analyze student data, make informed curricular decisions, and monitor the implementation of the recommend resources and its impact on student's academic growth, group students academically appropriately to Title 1 and or ESOL teachers.**		
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP? **At Eisenhower ES the SBLT team meets weekly, we use a monthly guide sheet to help us stay focused on specific grade levels and specific academics. Such as: Literacy K-5 core curriculum data, or Math K-5 core curriculum data. Interventions for specific grade levels and the OPM data. We have the leadership team, psychologist, diagnostician, social worker, guidance counselor, intermediate teacher rep, primary teacher rep on the team. The system we have in place for ALL students that may need extra support, MTSS, is a three step system that is reviewed by the teacher, grade level team, leadership team and then brought to SBLT.**	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance) **Core: FAIR, Running Records, Common Assessments, Focus Achieves, Formative Assessments, Summative Assessments, Project based Assessments using Rubrics** **Tier II: We use bi-weekly assessments which pertain to the student's need of support.** **Tier III: we use AIMS web to monitor student performance weekly** **Behavior: RtiB online resource, teachers and administration are responsible for inputting student behavior information.** **-Professional Development** **-Teacher Representatives on SBLT** **-Data Managers on each team (facilitated by our MTSS/Instructional Coach)** **Antonette Wilson – (Principal)** **Tom Allen – (AP)**	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement

	Allison Sisco – (Literacy Coach) **(Kindergarten Rep)** **(1st grade Rep)** **(2nd grade Rep)** **(3rd grade Rep)** **(4th grade Rep)** **(5th grade Rep)** **(ESOL Rep)** **Steve Leger (Media Specialist)** **We meet monthly to discuss school wide initiatives for literacy and to discuss grade level initiatives.** **-Vocabulary initiative that will be shared school wide.** **-Continuing our work on Reading Response Journals** **-Close Reading Strategies** **-Planning using CCSS** **At the end of last year we gave the students information about kindergarten. They walked through the classrooms and we handed out one book per child "Welcome to Kindergarten". This year the Literacy Coach will work with the teacher to help guide the children into the Kindergarten transition and also work with the parents. Previous attempts have been made for two years to work with outside preschools and there has been NO response.**		
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. **Professional Development** **-Teacher Representatives on SBLT** **-Data Managers on each team (facilitated by our MTSS/Instructional Coach)**	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	E. Increased Learning Time/Extended Learning Opportunities		

2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development) **At Eisenhower Elementary School we provide extended learning times before and after school. Based on student data the focus is either reading or math. After school enrichment programs will focus on science.**	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. **Antonette Wilson – (Principal)** **Tom Allen – (AP)** **Allison Sisco – (Literacy Coach)** **(Kindergarten Rep)** **(1st grade Rep)** **(2nd grade Rep)** **(3rd grade Rep)** **(4th grade Rep)** **(5th grade Rep)** **(ESOL Rep)** **Steve Leger (Media Specialist)**	Narrative	Executive Summary: Section 1
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). **At Eisenhower ES we meet monthly to discuss school wide initiatives for literacy and to discuss grade level initiatives. The LLT recommends, approves, and motiors how reading referendum monies are spent.**	Narrative	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? **Vocabulary initiative that will be shared school wide.** **-Continuing our work on Reading Response Journals** **-Close Reading Strategies**	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	-Planning using CCSS		
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student. • PLC's • Reading Professional Development • Completing a Running Record on each child 3x a year • Monitoring Lesson Plan • Classroom Walkthroughs by administration.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable. **At the end of last year we gave the students information about kindergarten. They walked through the classrooms and we handed out one book per child "Welcome to Kindergarten". This year the Literacy Coach will work with the teacher to help guide the children into the Kindergarten transition and also work with the parents. Previous attempts have been made for two years to work with outside preschools and there has been NO response.**	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?	Narrative	Standard 3-3.5: Teaching and Assessing for Learning

1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3 **77 students 27%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 **54 students 19%**	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	b) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA) **58%**	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0) **68%**	DecisionED/DW	Assessment Matrix
	d) Comprehensive English Language Learning Assessment (CELLA)		

1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) **Listening = 110 students (44%)** **Speaking = 110 students (44%)**	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) **68 students 27%**	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) **61 students (24%)**	DecisionED/DW	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA ***FCAT 2.0*** **Asian 3 students 50.0%** **Black or African American 15 students 37.5%** **Hispanics of any race 61students 41.8%** **Two or more races 3 students 50.0%** **White 49 students 56.3%**	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	f) Postsecondary readiness		
	The following data shall be considered by high schools.		
	☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	Goal 1 to support target(s): • **Increase the number of ELL students performing at a level 3 or above from 27% to 46%** • **Increase the number of African American students performing at a level 3 or above from 38% to 55%** • **Increase the number students performing at a level 3 or above from 27% to 48%.** • **Increase the number of economically disadvantage students performing at a level 3 or above**	Narrative	

from 45% to 61%

Possible Data Sources to Measure Goal 1:

- **FAIR**
- **Running Records**
- **AIM's Web**
- **On Going Progress Monitoring**
- **Researched Based Reading Intervention Programs**

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1.ELL students Level 3 and above	**24**	**27%**	**42**	**46%**
2.African American students Level 3 and above	**15**	**38%**	**22**	**55%**
3.Level 3	**77**	**27%**	**139**	**48%**
4. Economically Disadvantage scoring a level 3	**97**	**45%**	**133**	**61%**
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
Action 1- Monitor Guided Reading groups in K-5 grades using Jane Richardson Reading Routines	Narrative			
Action 2-Implement Close Reading strategies in grades 3-5	Narrative			
Action 3- Common Core State Standards K-5	Narrative			
Action 4-	Narrative			
Plan to Implement Action 1: Provide Professional Development for teachers who do not use the routines effectively in their classrooms. Monitor the implementation of the routines during reading intervention	Narrative			

	times through walkthroughs and teachers working with the literacy coach.			
	Plan to Implement Action 2: Professional Development and TDE's for lesson study on the usage and implementation of close reading strategies. Literacy coach and district coach model in classrooms. Teachers implement strategy into lesson plans. Monitor implementation through walkthroughs and lesson plans.	Narrative		
	Plan to Implement Action 3: Discussion of CCSS in reading during PLC's. Following of district reading guide. Monitor through walkthroughs and lesson plans.	Narrative		
	Plan to Implement Action 4:	Narrative		
	B. Area 2: Writing			
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix	
1	☐ Students scoring at or above 3.5 **75 students 71%**	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): • To increase the percentage of students scoring a 3.5 and above from 74 to 87% • To increase the percentage of students scoring a 4.0 or above from 40% to 51% • To decrease the percentage of students scoring below a 3.5 from 30% to 19%	Narrative		
	Possible Data Sources to Measure Goal 2:	Narrative DecisionED/DW		

		2012-13 Actuals		2013-14 Targets	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1.**Level 3.5 and above**	71	74%	81	87%

	2. **Level 4.0**	**39**	**40**	**49**	**51%**
	3.**Level 3.0 and below**	**29**	**30%**	**19**	**19%**
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1- Monitoring fidelity of writing instruction by administration through walkthroughs, lesson plans, and PLC data conversations.	Narrative			
	Action 2- Provide professional development for best practices in teaching scoring writing through the literacy coach and district support.	Narrative			
	Action 3- Provide in class modeling and coaching in 3rd and 4th grade using literacy coach and Eisenhower teacher master teachers in the area of writing.	Narrative			
	Action 4-	Narrative			
	Plan to Implement Action 1:Set expectations of what should be included in lesson plans, discuss in PLC's when focused writing walkthroughs will occur, provide feedback and next steps after walkthroughs, analyze collected writing data and develop instructional plans from data.	Narrative			
	Plan to Implement Action 2: During monthly curriculum meetings designate weeks where writing instruction will be the topic using the school based literacy and instructional coach. When needed seek district support.	Narrative			
	Plan to Implement Action 3: Identify master writing teachers in 4th grade. Provide TDE's in order that they may model and coach best practices in writing in other 3rd and 4th grade classrooms.	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 **87 students 30.4%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 **50 students 17.5%**	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
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA) **61%**	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) **62%**	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 FA **Asian 3 students 50.0%** **Black or African American 17 students 42.5%** **Hispanics of any race 68 students 46.3%** **Two or more races 2 students 33.3%** **White 47 students 54.0%**	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): • **To increase the percentage of students scoring Level 3 from 30 to 42%** • **To increase the number of ELL students scoring a Level 3 or above from 38% to 46%** • **To increase the number of African American Students scoring a Level from 42% to 60%** • **To increase the number Economically Disadvantage Students scoring a level 3 from 48% to 59%**	Narrative				
Possible Data Sources to Measure Goal 3:	DecisionED/DW				
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**		
1. **Level 3**	87	30%	146	42%	
2. **ELL students at Level 3 or above**	35	38%	51	46%	
3. **African American students scoring level 3 or above**	17	42%	24	60%	
4. **Economically Disadvantage Students**	105	48%	130	59%	
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1- Use formative and summative assessments to plan Tier 1,2, and 3 instruction	Narrative				
Action 2- Use Focus Achieves in grades 3-5 to plan and guide small group instruction.	Narrative				
Action 3- Monitor the fidelity of math instruction through classroom walkthroughs, student's engagement in math lessons, lesson plans specifically focusing on the essential learning objective.	Narrative				
Action 4- Data discussions on math standards during PLC's with the purpose of identifying enrichment and remediation opportunities.	Narrative				
Plan to Implement Action 1: With leadership from the Instructional Coach teachers will be lead to analyze their formative and summative assessments to plan tired instruction during PLC's and Data Chats. With the expectation on implementation and sharing of results.	Narrative				
Plan to Implement Action 2: A teacher leader will demonstrate the usage of Focus Achieves. Teachers will plan implementation of Focus Achieves as evident by lesson plans and computer lab usage. Student	Narrative				

	results will be analyzed and discussed with instructional coach and administration which will lead to the planning of small group instruction during the 20 to 30 minute intervention math block.		
	Plan to Implement Action 3: Planned walkthroughs by administration during math blocks focusing on student discussions, engagement, and usage mathematical practices and our mathematical tools.	Narrative	
	Plan to Implement Action 4: Combined with assessments scores, class participation, teacher observations, classwork, etc. Teachers will look at the mathematical standards and how their students are progressing towards the understanding of the standards and what instruction is still needed and or where to enrich.	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 **21 students 25%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 **8 students 9.5%**	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)
	   1. Science Fair Projects K-5
	   2. Rockets Grade 5
		Narrative	Standard 3-3.12: Teaching and Assessing for Learning

1	☐ Participation in STEM-related experiences provided for students **Students at Eisenhower ES participate in a school wide Science Fair Showcase. Students in grades K-2 complete class projects. Students in grades 3-5 complete individual and or group projects. Our 5th grades students participate in rocketry to enrich the fifth grade physical science unit.**	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 level of 5th grade students scoring a Level 3 from 25% to 47%** • **Increase the level of 5th grade students scoring a Level 4 from 10% to 35%**		

		2012-13 Actuals		2013-14 Targets	
	Possible Data Sources to Measure Goal 4:	DecisionED/DW			
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1 **Level 3**	21	25%	40	47%
	2.**Level 4**	8	10%	30	35%
	3.	#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- In PLC's teachers, administrators, and instructional coach will focus on science standards for each grade level to plan effective science instruction.				
	Action 2- Teachers in grades 3-5 will implement science lab visitations into their lesson plans.				
	Action 3- Teachers in grades K-5 will implement science journaling.				
	Action 4-				
	Plan to Implement Action 1: All teachers will use research-based strategies in core instruction: 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement.				
	Plan to Implement Action 2: Teachers in grades 3-5 will take their students to the science lab. Within each grade level, a new class will rotate through the science lad each week. Each class at each grade level will go 4 consecutive days 5 times a year. Each grade will experience 5 labs per year.				
	Plan to Implement Action 3: K-5 with the support of the instructional coach and district level support teachers will implement science journaling and consistently during science instruction. Monitoring of journaling will be evident I teachers lesson plans, students sharing during walkthroughs, and teacher				

	discussing samples during PLC's.		
	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

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

			Results for Continuous Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy **143 students**	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals **7 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals **1 student**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **6 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained **Total students: 25** **KDG 4** **1st 11** **2nd 2** **3rd 8**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

1	☐ Students with one or more course failures on first attempt in core curricula courses, as defined in s. 1003.01(14), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses **No Students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	4. *Dropout Prevention*		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.	DecisionED/DW assuming drop out codes are W22 and w15	
1	☐ Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	I. **Area 9: Parent Involvement**		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	

3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). About 40 percent of parents participate in school wide initiative through PTA and Title 1. 15% of those involve are the parents of our lowest performing students. Title 1 Parent Involvement Plan will be completed and attached by September 14th.		
	J. Area 10: Additional Targets		
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.		
	K. Problem-Solving		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal.	Narrative	
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	Narrative	

1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	Narrative	
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	Narrative	
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	☐ Related goal **Reading** **Math** **Science** **Technology**	Narrative	
	☐ Topic, focus, and content **Teaching CCSS** **Which assessments to use inform instruction** **Journaling in Science** **Focus Achieves**	Narrative	
	☐ Facilitator or leader **Principal and Assistant Principal** **Literacy Coach** **Math Coach** **Instructional Coach** **Leading the Learning Cadre** **District Staff Developers** **Approved outside vendors**	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) **Administrators**	Narrative	

	• **Teachers** • **Coaches** • **Students** • **Parents**		
	☐ Target dates or schedule (e.g., professional development day, once a month) • **Monthly Curriculum Meetings/Professional Development** • **Weekly grade level PLC's** • **Monthly Team Leader Meetings** • **Weekly Site based Leadership Team /RtI**	Narrative	
	☐ Strategies for follow-up and monitoring	Narrative	
	☐ Person responsible for monitoring • **Principal** • **Assistant Principal** • **Coaches** • **Teachers**	Narrative	
	Part IV: Coordination and Integration		
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school. **Our Title I funds will be used to staff the following: Title 1 Program Coordinator, ½ Literacy Coach (which will make out literacy coach site based/fulltime, ½ Math Coach shared with Belcher ES, Instructional RtI Coach, and 8 Title 1 Teaching Partners. Funds will also be used for teacher stipends for additional duties,** **instructional materials and supplies and professional development**.	Narrative	
	Part V: Budget		

	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	☐ Related goal • **Professional Development in CCSS (literacy, writing, math,) and NGSSS for other content areas to ensure success on FCAT for students in grades 3-5.** • **Temporary Duty Elsewhere so that teachers can observe best practices and implement into their teaching practices.**	Narrative	
4	☐ Strategy • **Monthly committee meetings for each subject area. These committees will represent teacher from each grade level. They will be the leading voice as to what professional development is needed through teacher needs assessments.** • **Through PLS'c, data analysis, and discussion. Identify where Professional Development is needed. Which can included attend trainings, TDE's, materials that support professional development.** • **When needed and evidenced by student achievement Literacy and Math Coach will mentor and model for classroom teachers with "fish bowls" to follow up learning and implementation of best practices.**	Narrative	
4	☐ Type of resource (i.e., evidence based programs or materials, professional development, technology, or other) • **Book Studies** • **School and district staff developers. "Outside" approved Staff Developers** • **Researched based interventions** • **Technology resources for the enrichment or remediation or literacy, science, and math**	Narrative	
4	☐ Description of resources • **PD Books** • **Coaches/Staff Developers** • **Software**	Narrative	
4	☐ Funding source • **School Improvement Funds**	Narrative	

4	☐ Amount needed • **Temporary Duty Elsewhere Funds: $1000.00** • **Professional Books for Book Studies/ Computer Site Licenses $ 1600.00** • **District Approved Vendors for Professional Development (a person): $807.70**	Narrative	
	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
1-5	☐ Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement