District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	**Vision** *Leila G. Davis Elementary will exceed county and state expectations as one of the top elementary schools in Pinellas County devoted to highest student achievement, character development, and individual success.*	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	**Mission** *The mission of Leila G. Davis Elementary is to prepare students for middle school by providing a nurturing and academically challenging education through the unified efforts of the total school community.*	Narrative	Standard 1-1.2: Purpose
Values	**Values** ☆ *It is the total school community's responsibility to foster good citizenship, values, responsibility, and highest student achievement.* ☆ *Everyone will teach and model kindness, respect, and responsibility.* ☆ *Everyone has the right to learn in a secure, non-disruptive environment.* ☆ *By recognizing the whole child, all the students can reach their highest potential with encouragement and clear expectations.*	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School *Leila G. Davis Elementary*	Narrative	
	☐ Principal's name *Kimberly E. Hill*	Narrative	
	☐ School Advisory Council chair's name *Ellen Lasher*	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. *The SAC will provide input on draft SIP during first meeting of the school year. Current data will be shared and suggestions will be solicited from SAC members before final plan is submitted*	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. *Actively participates in the progress monitoring of the school improvement plan, participates in school-wide events, and organizes and implements a community service project for the entire school community.*	Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. *School improvement funds will be allocated for professional development in the areas of reading ($1000), writing ($500), math ($1700), and science ($500)*	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) *Kimberly Hill - Principal* b) *William Durst – Assistant Principal*	Narrative	Executive Summary: Section 1
3	Credentials (degrees and certifications) a) *B.S. in Elementary Education, Masters in Educational Leadership. Florida certification - Elem Ed 1-6, Educational Leadership, School Principal.* b) *B.S. in music education, Masters in Educational Leadership. Florida certification – K-12 Music Education, Educational Leadership*	Narrative	Executive Summary: Section 1
3	Number of years as an administrator a) *8* b) *0*	Narrative	Executive Summary: Section 1
3	Number of years at the current school; a) *8* b) *0*	Narrative	Executive Summary: Section 1
1,2,3	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) a) *Kimberly Hill - 2012-2103 Grade B – 71% of students scored at or above grade level in Reading (- a difference of 3% from 2012), 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 (- a difference of 10% from 2012), 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.* *School Grade 'A' for 2011-2012 school year, 74% meeting high standards in reading, 71% meeting high standards in math, 90% meeting high standards in writing, 64% meeting high standards in science, an increase in the percentage of the lowest 25% making gains in math and reading*	DecisonEd/DW	

	b) *William Durst – 2012-2103 Grade A – 69% of students scored at or above grade level in Reading (2013 Target AMO 70% - a difference of 1%), 62% of students made annual learning gains in reading, 60% of the lowest 25% made annual learning gains in reading. 60% of students scored at or above grade level in Math (2013 Target AMO 62% a difference of 2%), 77% of students made annual learning gains in math, 79% of the lowest 25 % made annual learning gains in math. 61% of students scored at or above grade level in writing and 59% scored at or above grade level in science.*		
	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 TBD…	Narrative	Executive Summary: Section 1
	b) Subject area	Narrative	Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
	d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
	e) Number of years at the current school	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)	DecisionEd/DW	
	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	3. ***Instructional Staff***		Executive Summary: Section 1

	a) *61* instructional employees	DecisionEd/DW	Executive Summary: Section 1
3	b) *TBD%* receiving effective rating or higher	Narrative	
3	c) *100%* Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
	d) *100%* certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
2	e) *21%* ESOL endorsed	DecisonED/DW	Executive Summary: Section 1
2	f) *8%* reading endorsed	DecisionED/DW	Executive Summary: Section 1
3	g) *34%* with advanced degrees	DecisionED/DW	Executive Summary: Section 1
3	h) *15%* National Board Certified	DecisionED/DW	Executive Summary: Section 1
	i) *5%* first-year teachers	DecisionED/DW	Executive Summary: Section 1
	j) *18%* with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1
	k) *36%* with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1
	l) *41%* with 15 or more years of experience	DecisionED/DW	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) *10* of paraprofessionals	Narrative	Executive Summary: Section 1
	b) *100%* 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.	Narrative	Standard 2: Governance and Leadership

	• *Participate in district mentoring program for new teachers to the district and new teachers to the school (Hill, Brown)* • *Participate in district wide job fair if needed (Hill, Durst)* • *Utilize instructional coaches to support effective classroom instruction including modeling, professional development, coaching (Hill, Durst, Brown)* • *Participate in partnerships with local universities and colleges by providing opportunities for internships and practicum experiences for college students (Hill)*		
	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. *Davis Elementary has one brand new teacher for the coming school year. Our Lead Mentor will observe mentee's instruction and provide feedback; Plan lessons with mentee; Connect lesson activities to content standards; Discuss student progress and analyze student work; Model or co-teach lessons utilizing best practices, provide support for school and district processes* *Several teachers have moved grade levels for the coming year. Each have been partnered with a expert teacher on his/her new grade level. The expert teachers will provide support in curriculum and grade level planning.*	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. The MTSS will be responsible for managing and coordinating the efforts between all school teams as well as reviewing and revising the school improvement plan.	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?	Narrative	Standard 2-2.4: Governance and Leadership

	Cindy Kirley, *ESE* **Amy Baker**, *Psychologist* **Jennifer Cohen**, *Social Worker* **Mona McGregor**, *Guidance Counselor* **Kim Hill**, *Principal* **William Durst**, *Assistant Principal* **Hollie Willett**, *SLP*	**Lorraine Spicer**, *ESE* **Alex Ellerbee**, *Teacher* **Manina Carleton**, *Teacher* **Despina Garos**, *Teacher* **Dawn Walton**, *Administrative Intern* **Kristen Reese**, *SLP*		
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. *The MTSS team will meet bi-monthly to review formative assessment data and OPM data. Trends will be notes and individual teachers will be invited to meet with MTSS team to discuss intervention supports and action plans for struggling students. The MTSS will continue to seek student service support to refine processes and maximize support within the team. A problem solving approach will be utilized to make decisions and drive next steps*	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). *FAIR, FCAT, PCAS, OPM, discipline data, PBS data, and teacher anecdotal notes. Data will be reviewed three times during the year and progress monitoring data will be reviewed monthly. Tier 2 interventions will be considered effective if 75% of the students have a positive response to the intervention (have met the target). Data will be shared with the staff through data chats, PLC's and SAC. Davis will utilize EDS, Focus, tracking forms, PMRN, and AIMSweb to manage school-wide data.*	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. *The Davis MTSS team will use the beliefs survey to assess current levels of problem-solving effectiveness within the building. The MTSS team will meet monthly with grade level teams to provide support for tier 2 and tier 3 intervention implementation and the problem solving process. Follow up professional development will occur during site based training and PLC's.*	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). *Based upon data from 2012-2013 school year our focus for extended learning will focus on the area of reading and math.* *Targeted first grade students struggling in reading will be provided LLI intervention support to increase fluency and comprehension.* *Targeted struggling readers (Tier 3 students) will be provided additional reading intervention beyond core instruction.* *Targeted fourth and fifth grade students will be provided during school and after school opportunities to engage in problem solving, math discussions, and building number sense.* *If funds allow, we would like to investigate additional STEM opportunities using LEGO robotics as well as opportunities for enrichment including foreign language club and technology club.* *If funds allow, targeted fourth grade students will be provided after school opportunities to improve writing skills and use technology to produce writing product.*	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. *Kim Hill, Principal* *Shannon Scott, Media Specialist* *Jean Piatt, IVE Teacher* *Kristen Reese, SLP* *Alex Ellerbee, 5th Grade Teacher* *Despina Garos, 4th Grade Teacher* *Tara Moffitt, 3rd Grade Teacher* *Maryann McLarty, 3rd Grade Teacher* *Janet Krueger, 2nd Grade Teacher* *Marcy Hardy, 2nd Grade Teacher* *Allison Chester, 1st Grade Teacher* *Sandy Jones, 1st Grade Teacher*	Narrative	Executive Summary: Section 1

	Katy Grimberg, Kindergarten Teacher		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). *Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:* *Support for text complexity* *Support for instructional skills to improve reading comprehension* • *Support for new reading modules in K-5 as well as new reading adoption* • *Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons* • *Providing scaffolding that does not preempt or replace text reading by students* • *Developing and asking text dependent questions from a range of question types* • *Emphasizing students supporting their answers based upon evidence from the text* • *Providing extensive research and writing opportunities (claims and evidence)* • *Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).* *Assess needs in the area of reading to determine plan for referendum funds*	Narrative	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? • *Fidelity of guided reading grades K-5* • *Collaborative planning in the area of literacy* • *Formative assessments and data analysis*	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. • *Vertical articulation with Pre K and kindergarten teachers monthly in PLC meetings* • *Provide training for partnership preschools on kindergarten readiness skills* • *Provide resources to preschools and parents on new standards and expectations in kindergarten*	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	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 *25% (93)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 *44% (161)*	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6 *43% (3)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 *43% (3)*	DecisionED/DW	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA) *FCAT 2.0 41% (149) FAA 14% (1)*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0) *55%*	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) *72% (18)*	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) *32% (7)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix

	28% (7)		
	e) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA *Asian 85% (2014 Target 83%)* *African American 39%* *Hispanic 70% (2014 Target 72%)* *White 71% (2014 Target 84%)* *Students with Disabilities 32% (2014 Target 63%)* *Economically Disadvantaged 54% (2014 Target 67%)*	DecisionED/DW FCAT 2.0 only	Assessment Matrix

Goal 1 to support target(s): *(Narrative)*

- **To increase the percentage of students scoring Level 3 from 25% to 30%**
- **To increase the percentage of students scoring Level 4 or above from 44% to 49%**
- **To decrease the percentage of students scoring Level 1 or 2 from 31% to 21%**
- **To increase the percentage of low performing African Americans from 39% to 60% in reading**

Possible Data Sources to Measure Goal 1: *(Narrative DecisionED)*

- **Common Assessment/FAIR data**
- **Formative assessment monthly using running records and/or ___**
- **2014 FCAT 2.0 data**

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. **Level 3**	**93**	**25%**	**110**	**30%**
2. **Level 4 and above**	**161**	**44%**	179	49%
3. **Level 1 and Level 2**	**112**	**31%**	**77**	**21%**

	4. African American student performance	**9**	**39%**	**14**	**60%**
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- provide in class modeling and coaching in using district literacy and master teachers in the area of reading	Narrative			
	Action 2- guided reading with be implemented with fidelity in grades K-5	Narrative			
	Action 3- Analyze monthly formative assessment data in grades K-5	Narrative			
	Action 4- Collaborative planning across each grade level in the area of reading specifically addressing appropriate rigor in lesson planning	Narrative			
	Action 5 – Monitor sub group reading progress monthly with SBLT and grade level teams				
	Plan to Implement Action 1: develop a schedule for literacy coach and coverage for classroom teachers to observe and articulate with master teachers in the area of reading	Narrative			
	Plan to Implement Action 2: - monitor fidelity of reading instruction by administration	Narrative			
	Plan to Implement Action 3: Monthly PLC data analysis	Narrative			
	Plan to Implement Action 4: monitor rigorous weekly lesson planning for reading instruction by administrator.	Narrative			
	Plan to Implement Action 5: recruit mentors to work with African American students struggling in reading				
	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 *71 (55%)*	DecisionED/DW	Assessment Matrix		
	b) Florida Alternate Assessment (FAA) *2 (66%)*				

1	☐ Students scoring at or above Level 4 *54 (42%)*	DecisionED/DW	Assessment Matrix	
	Goal 2 to support target(s): • **To increase the percentage of students scoring a 3.5 or above from 55% to 75%** • **To increase the percentage of students scoring a 4.0 or above from 42% to 50%** • **To decrease the percentage of students scoring below a 3.5 from 45% to 25%**	Narrative		
	Possible Data Sources to Measure Goal 2: • **Bi weekly writing prompt sample in fourth grade** • **Monthly writing sample in grades K-3 and 5** • **2014 FCAT 2.0 Writing Assessment**	Narrative DecisionED/DW		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
	1. **3.5 or above**	**71**	**55%**	**97**	**75%**
	2. **4.0 or above**	**54**	**42%**	**66**	**50%**
	3. **3.0 or below**	58	45%	32	25%

	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		
	Action 1- Dual scoring of writing samples	Narrative	
	Action 2- monitoring fidelity of writing instruction by administration	Narrative	
	Action 3- professional development for best practices in scoring writing	Narrative	
	Action 4- provide in class modeling and coaching in fourth grade using district literacy and master teachers in the area of writing	Narrative	

	Plan to Implement Action 1: Monthly PLC dual scoring in all grade levels	Narrative	
	Plan to Implement Action 2: walkthrough data from administrators (bi-weekly in 4th, monthly in remaining grades)	Narrative	
	Plan to Implement Action 3: provide professional opportunities for all teachers with help of pro ed facilitator	Narrative	
	Plan to Implement Action 4: develop a schedule for literacy coach and coverage for classroom teachers in fourth grade	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 *118 (32%)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 *102 (28%)*	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6 *4 (57%)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 *2 (29%)*	DecisionED/DW	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA) *FCAT 2.0 135(37%) FAA 1(14%)*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) *50%*	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	d) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., AmericanIndian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA *Asian 92% (2014 Target 83%)* *African American 39%* *Hispanic 50% (2014 Target 66%)* *White 62% (2014 Target 79%)* *Students with Disabilities 23% (2014 Target 62%)* *Economically Disadvantaged 42% (2014 Target 64%)*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	Goal 3 to support target(s): • **To increase the percentage of students scoring Level 3 from 32% to 47%** • **To increase the percentage of students scoring Level 4 or above from 28% to 33%** • **To decrease the percentage of students scoring Level 1 or 2 from 41% to 20%** • **To increase the percentage of low performing African Americans from 39% to 60% in math**	Narrative	
	Possible Data Sources to Measure Goal 3: • Formative Assessment using CPALMS in grades K-2 and Illustrative Math in grades 3-5 • Common Assessment data • 2014 FCAT 2.0 Math	DecisionED/DW	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
1. **Level 3**	**118**	**32%**	**173**	**47%**
2. **Level 4 and above**	**102**	**28%**	**121**	**33%**
3. **Level 1 and Level 2**	147	40%	74	20%
4. African American student performance	9	39%	14	60%

Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
Action 1- Fidelity of core and differentiated math instruction for 90 minutes	Narrative	
Action 2- Professional Development using CPALMS and Illustrative Math	Narrative	
Action 3- Use of Extended Learning funds to increase achievement in math	Narrative	
Action 4- Collaborative planning across each grade level in the area of math specifically addressing appropriate rigor in lesson planning	Narrative	
Action 5 – Monitor sub group math progress monthly with SBLT and grade level teams		
Plan to Implement Action 1: monitor fidelity of math instruction by administration	Narrative	
Plan to Implement Action 2: Provide professional development using CPALMS and Illustrative Math website	Narrative	
Plan to Implement Action 3: Provide Extended Learning opportunities for specific students to make learning gains	Narrative	
Plan to Implement Action 4: - monitor rigorous weekly lesson planning for math instruction by administrator.	Narrative	
Plan to Implement Action 5: recruit mentors to work with African American students struggling in math		
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
☐ Students scoring at Achievement Level 3 *36 (28%)*	DecisionED/DW	Assessment Matrix
☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix

	37 (29%)		
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6 *3 (100%)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7 *0 (0%)*	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) *Science Lab (Gr. 3-5), Science Workshops (K-5), Fields Trips. Science fair for grades 4-5*	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students *All third, fourth, and fifth grade students will participate in a hands on science lab every six weeks with some labs with a STEM focus. If funding allows, a robotics club to be implemented for 5th grade students. Many grade levels participate in field trips related STEM concepts.*	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	Goal 4 to support target(s): • **To increase the percentage of students scoring Level 3 from 28% to 41%** • **To increase the percentage of students scoring Level 4 or above from 29% to 39%** • **To decrease the percentage of students scoring Level 1 or 2 from 43% to 30%**		
	Possible Data Sources to Measure Goal 4: • **Use of formative assessments in grades 3-5 using the Science lab** • **2014 FCAT 2.0 Science Assessment** • **Use of individual student Science data notebooks in grades 1-5** • **Participation in district Science Showcase** • **Common Assessments**	DecisionED/DW	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**	**2013-14 Targets**

	1. Level 3	**36**	**28%**	**53**	**41%**
	2. **Level 4 and above**	**37**	**29%**	**51**	**39%**
	3. **Level 1 or Level 2**	57	43%	39	30%
	Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)				
	Action 1- Use of new Science Lab in grades 3-5				
	Action 2- Professional Development on the use of student Science notebooking				
	Action 3- Student Participation of students in grade 4-5 in school Science Fair and class projects in grades 1-3				
	Action 4- Monitor consistency of Science instruction by administration in use of new Science Lab and Science note booking				
	Action 5 – Implementation of PINELLAS CLASP				
	Plan to Implement Action 1: Classes will rotate instructional time in the new Science Lab				
	Plan to Implement Action 2: Provide professional development for science note booking				
	Plan to Implement Action 3: Each student in grades 4-5will participate in school Science Fair and students in grades 1-3 will participate in class project				
	Plan to Implement Action 4: School administrators will conduct walk-throughs during science instructional time.				
	Plan to Implement Action 5: Professional Development in PINELLAS CLASP				
	H. Area 8: Early Warning Systems				
	1. *Attendance*				
3	☐ Students tardy 10 percent or more, as defined by district attendance policy <mark>??</mark>	DecisionED/DW		Standard 5-5.2 Using Results for Continuous	

			Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy *94*	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals *17*	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals *1*	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. *2*	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. *0*	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. *5*	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. *0*	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days *0*	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement *0*	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled *0*	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained *15*	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 *2*	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort *NA*	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).		
	Goal 5 to support target(s): • **To increase the number of parent workshops related to Common Core from 0 to 2.** • **To increase the number of parent workshops for ELL families from 1 to 2.** • **To increase the number of mentors to work with African American students from 0 to 5.**		
	Possible Data Sources to Measure Goal 5 • **Sign In sheets at parent workshops** • **Number of recruited mentors**		
	Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers) **Action 1 - Video shown during open house introducing CCSS to parents**		

	Action 2 – Plan parents workshops related to ELA and Math standards		
	Action 3 – Utilize Family/Community Liaison to recruit new mentors		
	Action 4 – Identify struggling African American students		
	Plan to Implement Action 1 –schedule video at beginning of each open house night introducing CCSS		
	Plan to Implement Action 2 – Plan parent workshops with Leading the Learning Cadre focusing on ELA standards and mathematical practices		
	Plan to Implement Action 3 – promote and recruit new mentors through school newsletter, business partnerships and school website		
	Plan to Implement Action 4 – collaborate with classroom teachers to assess needs of struggling African American students		
	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 1. Reading 2. Writing 3. Mathematics 4. Science	Narrative	
	☐ Topic, focus, and content 1. Guided reading, use of formative assessment, collaborative lesson planning, using data to diagnose, TDE's for classroom observations and coaching support with literacy coach, district literacy training 2. Dual scoring, district writing training, collaborative lesson planning, using data to diagnose, TDE's for classroom observations and coaching support with literacy coach 3. CPALMS, Illustrative Math, collaborative lesson planning, using data to diagnose, TDE's for classroom observations of master teachers, raising the rigor in math instruction, district math training 4. Science lab implementation in grades 3-5, science note booking, PINELLAS CLASP model for grades 1-5, district science trainings	Narrative	
	☐ Facilitator or leader 1. Principal, Assistant Principal, LLC members 2. Principal, Assistant Principal, LLC members 3. Principal, Assistant Principal, LLC members 4. Principal, Assistant Principal	Narrative	

	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) 1. PLCs, schoolwide curriculum meetings 2. PLCs, schoolwide curriculum meetings 3. PLCs, schoolwide curriculum meetings 4. PLCs, schoolwide curriculum meetings	Narrative	
	☐ Target dates or schedule (e.g., professional development day, once a month) 1. Site based professional development days, monthly curriculum meetings, weekly grade level planning 2. Site based professional development days, monthly curriculum meetings, weekly grade level planning 3. Site based professional development days, monthly curriculum meetings, weekly grade level planning 4. Site based professional development days, monthly curriculum meetings, weekly grade level planning	Narrative	
	☐ Strategies for follow-up and monitoring 1. Administrator Walkthough data and feedback, IPDP, monitoring of lesson plans, coaching support as needed, monitoring formative assessment data 2. Administrator Walkthough data and feedback, IPDP, monitoring of lesson plans, coaching support as needed, monitoring assessment data 3. Administrator Walkthough data and feedback, IPDP, monitoring of lesson plans, coaching support as needed, monitoring formative assessment data 4. Administrator Walkthough data and feedback, IPDP, monitoring of lesson plans, coaching support as needed, monitoring formative assessment data	Narrative	
	☐ Person responsible for monitoring 1. Principal, Assistant Principal, Team Leaders 2. Principal, Assistant Principal, Team Leaders 3. Principal, Assistant Principal, Team Leaders 4. Principal, Assistant Principal, Team Leaders	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.	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 1. Reading 2. Writing 3. Mathematics 4. Science	Narrative	
4	☐ Strategy 1. Guided reading, formative assessment, collaborative planning, data analysis, struggling student support, district training 2. Dual scoring, collaborative planning, ELP opportunities, district training 3. Use of formative assessment, collaborative planning, differentiation in math 4. Implementation of science lab, science note booking, participation in science fair, PINELLAS CLASP model implementation	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) 1. Book study, TDEs for classroom observation/lesson study, Jan Richardson guided reading 2. Extended learning opportunities, TDEs for classroom observation 3. Extended learning opportunities, TDEs for classroom observation, Go Math resources, CPALMS, Illustrative Math 4. Just in time training for science lab, district trainings	Narrative	
4	☐ Description of resources 1. The Fundamental 5 Book Study, lesson study, Journeys 2. TBD 3. CPALMS, Illustrative Math, Go Math 4. Science lab materials, district supported materials, Science probes	Narrative	
4	☐ Funding source 1. SIP funds, ELP Funds 2. SIP funds, ELP funds 3. SIP funds 4. SIP funds	Narrative	
4	☐Amount needed 1. $1000.00 SIP, TBD ELP funds	Narrative	

	2. $500.00 SIP, TBD ELP funds 3. $1700.00 SIP, TBD ELP funds 4. $500.00 SIP		
	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