District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision: Professional Community of Educators promoting 100% student success	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission: Our mission is to create a safe and positive environment where all individuals feel valued and challenged to reach their highest potential.	Narrative	Standard 1-1.2: Purpose
Values	Values: Professional, Positive, Passionate	Narrative	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School	Narrative	
	Pinellas Central Elementary		
	☐ Principal's name	Narrative	
	Cara A. Walsh		
	☐ School Advisory Council chair's name	Narrative	
	Angela Dressback		
	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.	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
	The SIP team and the SAC are working collaboratively to align school goals and action plans. SAC members will review and give input on the SIP at first meeting and ongoing throughout the school year.		
3	2. Describe the activities of the SAC for the upcoming school year.	Narrative	
	SAC will meet regularly and focus on the following items to support student achievement: student and school academic data, monitor and authorize SIP fund expenditures to support student achievement and build partnerships within the school community.		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.	Narrative	
	SIP Funds will be used to support the implementation of the Common Core State Standards (CCSS). SIP Funds will support classroom initiatives such as, rebuilding classroom libraries to reflect materials at the CCSS level and remediation and enrichment materials to support differentiated instruction in the area of reading and math.		
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:	Narrative	Executive Summary: Section 1
	Cara A. Walsh, Principal		

	Stacey Endicott, Assistant Principal		
3	b) *Credentials (degrees and certifications)* *B.A. Specific Learning Disabilities, M.A. Educational Leadership*	Narrative	Executive Summary: Section 1
	B.A. Elementary Education, M.A. Educational Leadership, Reading Endorsement K-12		
3	c) Number of years as an administrator	Narrative	Executive Summary: Section 1
	13		
	2		
	d) Number of years at the current school;	Narrative	Executive Summary: Section 1
	2		
	0		
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisonEd/DW	
	Walsh: 2012-2013-Pinellas Central Elementary. In 13 years as Administrator school grade consisted of 2 A.s, 6 Bs and 5 C grade in three different Title I schools. Achievement level and learning gains over the past two years at Pinellas Central are as follows :		

	Reading	Reading		Math	
	2012	2013		2012	2013
3+	52	52	3+	63	53
LG	66	59	LG	76	48
25%LG	76	64	25%LG	70	31

	Writing			Science			
	2012	2013		2012	2013		
3.0+	82	91	3+	42	36		

Endicott: 2012-2013-Melrose Elementary School Grade F; AMO:54 Proficiency:25 Learning Gains:57   Lowest 25%: 59 2011-2012-Melrose Elementary School Grade F; AMO:49 Proficency:23 Learning Gains: 61 Lowest 25%: 72

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	Narrative	Executive Summary: Section 1
Emily Shelley		
b) Subject area	Narrative	Executive Summary: Section 1
Literacy		
c) Credentials (degrees and certifications)	Narrative	Executive Summary: Section 1
B.S. Elementary Education, Reading Endorsement, ESOL endorsement		
d) Number of years as an instructional coach	Narrative	Executive Summary: Section 1
1		
e) Number of years at the current school	Narrative	Executive Summary: Section 1
0		

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 25_{th} percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	DecisionEd/DW	

	2013-Pinellas Central Elementary School Grade B; 2012 School Grade A
	Last two year's at current school, Pinellas Central Elementary.
	
	    Reading Reading Math
	                     2012 2013 2012 2013
	      3+ 52 52 3+ 63 53
	      LG 66 59 LG 76 48
	      25%LG 76 64 25%LG 70 31
	
	                     Writing Science
	                     2012 2013 2012 2013
	      3.0+ 82 91 3+ 42 36		

	g) Full-time or Part-time	Narrative	Executive Summary: Section 1
	Part-Time		
	h) School-based or District-based	Narrative	Executive Summary: Section 1
	District Based/School Based		
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees	DecisionEd/DW	Executive Summary: Section 1
	54		
3	b) % receiving effective rating or higher	Narrative	
	95% of instructional staff members rated at effective or higher		

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
	100% of teachers are Highly Qualified Teachers		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	Narrative	Executive Summary: Section 1
	100% are certified in field		
2	e) % ESOL endorsed	DecisonED/DW	Executive Summary: Section 1
	53.7%		
2	f) % reading endorsed	DecisionED/DW	Executive Summary: Section 1
	11.1%		
3	g) % with advanced degrees	DecisionED/DW	Executive Summary: Section 1
	37%		
3	h) % National Board Certified	DecisionED/DW	Executive Summary: Section 1
	3.7%		
	i) % first-year teachers	DecisionED/DW	Executive Summary: Section 1
	5.6%		
	j) % with 1-5 years of experience	DecisionED/DW	Executive Summary: Section 1
	29.6%		
	k) % with 6-14 years of experience	DecisionED/DW	Executive Summary: Section 1
	35.2%		
	l) % with 15 or more years of experience *29.6%*	DecisionED/DW	Executive Summary: Section 1

	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals	Narrative	Executive Summary: Section 1
	N/A		
	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.	Narrative	Standard 2: Governance and Leadership
	The administrators, Cara Walsh and Stacey Endicott are responsible for the recruitment and retainment of highly qualified (HQT), certified, effective teachers. Strategies include interviewing only HQT – and selecting instructors that have demonstrated success in school or career. *Retainment of staff strategies includes staff recognition system, building capacity philosophy, providing leadership opportunities, offering block planning time and enhanced classroom technology. New or developing teachers are paired with a trained school based mentor.* *Professional development opportunities align with the SIP and are provided at a differentiated level when applicable to enhance teacher learning.*		
	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	New and experienced teacher in need are assigned a site-based mentor trained through the district program. Pairings are made based on like grade level or department, schedule and personalities. Activities include weekly meetings and documentation of support needed and received. Mentor activities may include: connecting lesson activities to standards, modeling, observation with feedback, co-teaching, discussing student progress and		

	analyzing student work. New teachers and staff also meet on a weekly basis or as needed with an administrator. Team leaders, literacy coach, curriculum and learning specialist/administrators are all available to support and mentor teachers.		
	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.	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
	2012-2013 data in all content areas has been disaggregated and presented to all staff members. The SBLT team began the problem-solving process to determine appropriate goal areas and action steps to target in the SIP. These goals will be systematically reviewed within the SBLT team and at school wide PLCs held monthly with all instructional staff. Within SBLT and school-wide PLCs the effectiveness of core instruction will be targeted. Administration will conduct walkthroughs daily to monitor the effectiveness of core instruction. Resources have been allocated to support differentiated instruction by providing students with additional interventionist teachers for remediation and enrichment opportunities across all content areas. Teachers will be supported daily in their work by content area coaches, administration, Curriculum Specialist and district provided support. Small groups and individual students needs will be targeted through discussions held weekly in grade level PLCs and will align appropriate enrichment/remediation. Students receiving Tier 2 services will be monitored bi-weekly and students receiving Tier 3 services will be monitored weekly. A long term calendar has been developed for data review meetings which occur every 8 weeks to determine appropriate student groups and individual student's needs in a systematic way.		
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
	Stacey Endicott (AP)-Facilitator – generates agenda and leads team discussions, leads team in developing a long term calendar that systematically reviews the SIP.		

	Kari Koser(MTSS Coach)-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data *Danielle Rentz(Guidance Counselor)-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access* *Dr.Wohl (Psychologist)-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda* *All SBLT Team Members will contribute to SBLT data discussions, problem solving, fidelity checks of interventions, SIP monitoring and overall operations of the SBLT. Additional members include: Cara Walsh (Principal), Anna Annarelli (Diagnostician), Alisha Ford(Social Worker), Sarah Rooney(Curriculum Specialist/Teacher), Emily Shelley (Literacy Coach/Teacher).*		
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.	Narrative	Standard 2-2.3,2.4: Governance and Leadership
	The SBLT is responsible for managing and coordinating the efforts between all school teams, as well as reviewing and revising the School Improvement Plan. A long term calendar will be developed for the SBLT initiatives, continual and regular review of the SIP and MTSS process will be built into this calendar.		
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).	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
	The team meets weekly. The agenda is set by the facilitator to include both academic and behavior data on a rotating basis. Members of the SBLT are part of other school improvement committees and serve as the liaison to the SBLT for communication with the staff.		

In addition, SBLT members will meet with the grade level PLCs every six weeks to review Tier I data to problem solve the formation of Tier II groups based on data with teachers and respond to questions and concerns. The SBLT will use FAIR data/running records/phonics surveys and district assessments to assess the "core" (Tier I) instruction in reading which will be reviewed after each assessment period. At the initial meeting with the teachers at each grade level during their "block time" students will be placed into Tier II groups based on problem solving with this data. They will be progress monitored biweekly and the group graphs from Tier II will be reviewed every six weeks in a data check meeting during grade level "block times" to determine appropriateness of the groups or the need to make changes. Based on the data, the determination will be made as to students needing Tier III problem solving and interventions. Appropriate members of the SBLT will then take responsibility for gathering additional data and scheduling the Tier III meetings with parents.

Office Discipline Referrals, Intervention Tracking Forms, and Student Concern/Support Requests will be used as Tier 1 data for behavior. Tier 2 group interventions will be formulated and implemented based on this data, and progress monitoring will be completed every two weeks. Graphs will be reviewed at the SBLT every six weeks, at which time the SBLT will develop hypotheses in order to change interventions or intensify to Tier 3 for individual students for those students who have not shown improvement.

Along with the Mathematics Curriculum specialist, the SBLT will review data including previous FCAT scores for fourth and fifth grade students, and Common Assessment scores for all students. This process will identify instructional needs in Tier 1 instruction, including differential instruction, as well as the need for supplemental instruction to address specific skills.

The data for Science will be gathered through EDS in order to examine trends and specific strands which may require additional instruction for either Tier 1, or the need to develop small group supplemental instruction at Tier 2. In addition, the Learning Specialist will

	provide professional development to examine student work samples and products to assess mastery of concepts. *Tier 1 writing data will be reviewed through examination of scores reported in EDS and differentiated instruction provided as needed with the assistance of instructional coaches.*		
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	The staff will be trained in the use of Problem Solving/Response to Intervention to identify the level of need through staff meetings and interaction in grade level PLCs at data reviews. The plan to support MTSS will be through the problem solving process and ongoing professional development.		
	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).	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	Extended learning opportunities are available for 1 hour before and 1 hour after school and include small group reading and math instruction, technology based reading programs, Power Point, and linguistics for our ESOL students.		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT.	Narrative	Executive Summary: Section 1

	Cara Walsh- Principal, Stacey Endicott – Assistant Principal, Emily Shelley- Literacy Coach/Teacher/LLC, Kelly Hoylman –Teacher, LLC, Kari Koser- MTSS coach, Sherry Brindley – teacher, Dawn Avolt- teacher, Becky Herdman – Teacher, Donna Horton – Teacher		
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	Narrative	Executive Summary: Section 1
	Facilitator-Stacey Endicott *Timekeeper-Emily Shelley* *Recorder - Kelly Hoylman* *Meetings are monthly and function as the overseeing committee for all reading initiatives including Instructional Blocks, Intervention blocks, Referendum funds, extended learning, and SIP goal management.*		
2	3. What will be the major initiatives of the LLT this year?	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	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*
	
	    o *Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons*
	    o *Providing scaffolding that does not preempt or replace text reading by students*
	    o *Developing and asking text dependent questions from a range of question types*
	    o *Emphasizing students supporting their answers based upon evidence from the text*
	    o *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).*		

	The district will provide training and tools for Literacy Leadership Teams.		
	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.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	By participating in a facilitated collaborative planning with literacy coaches and data meeting with administrators and MTSS coach. Weekly PLC work with grade level team on literacy using CCSS		
	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.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.		
	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	DecisionED/DW	Assessment Matrix
	27.9%		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	22.8%		
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	0.0%		
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	100%		
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix

1	*FCAT 34.7% FAA 42.9%*		
	☐ Students in lowest 25% making learning gains (FCAT 2.0)	DecisionED/DW	Assessment Matrix
	64%		
	d) Comprehensive English Language Learning Assessment (CELLA)		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	55.4%		
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	DecisionED/DW	Assessment Matrix
	28.4%		
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
	20.5%		
	e) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups(i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	FCAT Asian 72.2% Black 32.4% Hispanic 38.8% Am. Indian 100% White 54.4% *FAA – Asian, Black and White – All 100%*		
	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 students proficient in the area of reading from 50.7% to 61% as measured by the 2013-2014 FCAT. Increase the number of students making annual learning gains of the lowest 25% from 64% to 76% as measured by the 2013-2014 FCAT. Increase the number of black students meeting proficiency from 32.4% to 45%.	FCAT 2.0 Results for 2014	
Possible Data Sources to Measure Goal 1: Florida Assessment for the Instruction of Reading (FAIR) Running Record Data Student Writing Samples from Language Arts Assessment Florida Focus/FL Achieves data for grades 3-5	PMRN-FAIR EDS- Running Records Student Writing Samples FL Achieves Website DecisionED	

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1.Free/Reduced Lunch Students	80/175	45.7%	175	61%
2. ESE Students	3/27	11.1%	27	46%
3. ELL Students	7/32	21.9%	32	55%

Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)		
Action 1- **Teams meet weekly to collaboratively unwrap standards, review student work, and plan for core instruction.**	PLC Notes Lesson Plan Review Student Work	

		Samples	
	Action 2- **Implement guided reading school wide as both a way to remediate and accelerate student progress.**	Running Record Assessment Data	
	Action 3- **Teachers will use research based practices in literacy aligned to the implementation of CCSS including routine, text based writing, close reading, complex text and literary, narrative research tasks.**	Student Work Samples Walkthrough Feedback	
	Action 4- **Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction.**	PLC Notes Student Work Samples Language Arts Module Data	
	Plan to Implement Action 1: Include common planning time in the master schedule, set expectations for weekly meetings/planning, ensure literacy coach or learning specialist is present at least once per week per team to facilitate guided planning sessions.	PLC Notes Literacy Coach Logs	
	Plan to Implement Action 2: Train all teachers on the administration of running records and Jan Richardson's Guided Reading Routine. Administer running records and review and analyze to appropriately group students. Plan and deliver instruction, administrators/coach conduct fidelity checks as needed. Review data at MTSS meetings, adjust groups and instruction as needed and utilize Title I Hourly teachers to assist in differentiated instruction.	Running Record Results MTSS Minutes Fidelity Check Data	
	Plan to Implement Action 3: Teachers to attend Core Connections Training and other CCSS related trainings. Utilize district PD plan as a guide for school based professional development provided by the literacy coach. Utilize LLC/LLT members as teacher leaders in the implementation of this work.	Professional Development Plan LMS Training Records	
	Plan to Implement Action 4: Teachers will meet in PLC's at least once per month to review student responses to tasks and plan text dependent questions, close reading and skill/strategy based groups to implement during core with students to support their success with complex text.	PLC Notes Classroom Observations Student Work Samples Teacher Lesson Plans	

	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above 3.5	DecisionED/DW	Assessment Matrix
	54.3%		
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix
	75%		
	Goal 2 to support target(s): **Increase the number of students scoring a 3.5 or above from 54.3% to 67%.** **Decrease the percentage of students scoring levels 1, 2, or 3 from 25% to 15%.**	FCAT 2.0 Results from 2014	
	Possible Data Sources to Measure Goal 2: Weekly Writing Notebook Quantity and Quality Checks Bi-weekly Prompted Assessments Mid-Year District Writing Assessment	EDS-Mid Year Writing Assessment Student Writing Samples	

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. Free/Reduced Lunch Students	**2012-13 Actuals**		**2013-14 Targets**	
		#	%	#	%
	2. ELL Students	#	%	#	%
	3. ESE Students	#	%	#	%

	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)	
	Action 1- **All 4ᵗʰ grade teachers will be trained in effective instructional techniques for teaching writing.**	LMS Training Records Professional Development Plan
	Action 2- **Provide in-class support during writing instructional time utilize Title I Hourly Teachers.**	Title I Hourly Teachers Schedules Teacher Conferring Documentation MTSS Notes
	Action 3- **Train all 4ᵗʰ grade teachers in scoring writing.**	Literacy Coach Logs Professional Development Calendar PLC notes
	Action 4- **Provide time for 4ᵗʰ grade teachers to study student writing work together.**	PLC notes Literacy Coach Logs
	Plan to Implement Action 1: **Send all 4ᵗʰ grade teachers to training with district writing coach in effective instructional techniques for teaching writing.**	LMS Training Records
	Plan to Implement Action 2: **Provide in-class modeling and coaching with literacy coach during writing instruction time.**	Literacy Coaches Log Lesson Plans
	Plan to Implement Action 3: **4ᵗʰ grade teachers will receive on- site training on scoring writing.**	LMS Training Records
	Plan to Implement Action 4:	PLC Notes Professional Development Plan

	Provide common planning time (50 minutes daily) within the master schedule to allow 4th grade teachers to study student work with Curriculum Specialist/Literacy Coach.	Student Work	
	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	DecisionED/DW	Assessment Matrix
	33%		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	18.4%		
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	14.3%		
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	85.7%		
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	FCAT 27.2 FAA 42.9		
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	FCAT 31%		
	d) *Annual Measurable Objectives (AMOs)*		

1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	FCAT Asian 75%, Black 32.4%, Hispanic 42%, American Indian 100%, White 54.4% *FAA – Asian, Black and White – All 100%*		
	2. High School Mathematics		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	b) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	d) Postsecondary readiness		
1	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	3. Middle School Acceleration		
	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix

1	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. *Algebra 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. *Geometry End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): **Increase the number of students proficient in the area of math from 51.4% to 63%.** **Increase the number of black students meeting proficiency from 32.4% to 45%.**	FCAT 2.0 Results from 2014	
	Possible Data Sources to Measure Goal 3: Common Assessments Math Notebooks Walkthrough Data FCAT 2014	EDS-Common Assessments Student Work Administrator Walkthrough Data FCAT	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
1. Free/Reduced Lunch Students	**82/176**	**46.6%**	**176**	**60%**

2.ESE Students	**8/26**	**30.8%**	**26**	**58%**
3.ELL Students	**11/32**	**34.4%**	**32**	**60%**
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1- **Teams to meet weekly to collaboratively unwrap standards, review student work, and plan for core instruction.**	PLC Notes Professional Development Plan Student Work Lesson Plans Coaches Log Walkthrough Data			
Action 2- **Develop differentiated lessons, to meet the individual needs of all students. Utilize Title I Hourly Teachers to assist in differentiated instruction.**	Lesson Plans Math Notebooks Coaches Log Walkthrough Data			
Action 3- **Teachers will use research based practices in math aligned to the implementation of the CCSS including use of manipulatives, higher order questioning and classroom discussions.**	Lesson Plans Math Notebooks Coaches Log Walkthrough Data			
Action 4- **Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction.**	Lesson Plans MTSS Notes Walkthrough Data Student Work Professional Development Plan			
Plan to Implement Action 1: **Include common planning time in the master schedule, set expectations for weekly meetings/planning, ensuring curriculum specialist is present at least once per week per team to facilitate guided planning sessions.**	PLC Notes Coaches Log			
Plan to Implement Action 2: **Train all teachers on the administration of formative assessments. Administer frequent formative assessments and review and analyze to appropriately group students. Plan and deliver instruction, administrators/coaches conduct fidelity checks as needed. Review data at MTSS**	Fidelity Check/Walkthrough Data Common Assessment Results			

	meetings, adjust groups and instruction as needed.	MTSS Notes	
	Plan to Implement Action 3: **Teachers to attend Math Common Core Institute and other CCSS related trainings. Utilize LLC members as teacher leaders in the implementation of this work.**	LMS Training Records Professional Development Plan	
	Plan to Implement Action 4: **Teachers will meet in PLC's at least once per month to review student responses to tasks, math notebooks and plan skill/strategy based groups to implement during core and intervention block to support student success with complex math tasks.**	PLC Notes Student Work Lesson Plans Assessment Results Professional Development Plan	
	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
	28.7%		
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	7.9%		
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
	N/A		
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	N/A		

	2. ***High School Science***		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. ***Biology 1 End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students	Narrative	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking one or more *advanced placement exams for STEM-related courses*	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	DecisionED/DW	Assessment Matrix
1	☐ CTE-STEM program concentrators	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	DecisionED/DW	Assessment Matrix

Goal 4 to support target(s): **Increase the number of students proficient in the area of Science from 36.6% to 48.6%.**	FCAT 2.0 Results for 2014			
Possible Data Sources to Measure Goal 4: Common Assessment Data Science Notebooks Walkthrough Data	EDS-Common Assessment Data Science Notebooks Walkthrough Data			
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
1. Free/Reduced Lunch Students	21/63	33.3%	63	43%
2.ESE Students	0/8	0%	8	25%
3.ELL Students	1/10	10%	10	50%
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
Action 1- **Teams to meet weekly to collaboratively unwrap Science standards.**	PLC Notes Lesson Plans			
Action 2- **Team PLC regularly discuss and review student work including Science Notebooks and plan for core instruction.**	PLC Notes Lesson Plans Science Notebooks			
Action 3- **Teachers will use research-based strategies in core instruction: 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement.**	Lesson Plans Professional Development Plan Walkthrough Science Notebooks			
Action 4- **Teachers will utilize data to differentiate and scaffold instruction to increase student**	Lesson Plans PLC Notes Professional			

	performance during core instruction.	Development Plan EDS-Common Assessment Data Formative Assessments	
	Plan to Implement Action 1: **Include common planning time in the master schedule, set expectations for weekly meetings/planning, learning specialist will provide timely updates to grade level teams on upcoming units/ standards.**	PLC Notes Professional Development Plan	
	Plan to Implement Action 2: **Teachers will meet in PLC's at least once per month to review student response to tasks and plan text dependent questions and skill/strategy based groups to implement during core instruction.**	PLC Notes Walkthrough Data Student Work Samples	
	Plan to Implement Action 3: **Teachers will attend district offered Science Content Courses and other CCSS related trainings. Utilize district PD Plan as a guide for school based professional development provided by learning specialist. Utilize LLC team members as teacher leaders in the implementation of this work.**	LMS Training Records Professional Development Plan	
	Plan to Implement Action 4: **Train all teachers on the administration of formative assessments. Administer formative assessments and analyze to appropriately group students. Plan and deliver instruction, administrators to conduct fidelity checks as needed. Review data at MTSS meetings, adjust groups and instruction as needed.**	Formative Assessments MTSS Notes Walkthrough Data	
	The following data shall be considered by middle and high schools.		
1	☐ Students enrolling in one or more CTE courses	DecisionED/DW	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW	

1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix
1	☐ Students taking CTE *industry certification exams*	DecisionED/DW	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix
1	☐ CTE program concentrators	DecisionED/DW	
3	☐ CTE teachers holding *appropriate industry certifications*	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the U.S. History EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above *Achievement Level 4*	DecisionED/DW	Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s):		
	Possible Data Sources to Measure Goal 5:	DecisionED/DW	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**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. N/A		DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
3	☐ Students absent 10 percent or more, as defined by district attendance policy		DecisionED/DW		Standard 5-5.2 Using Results for Continuous Improvement	
	188					
	2. *Suspension*					

3	☐ Students with one or more referrals	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	102		
3	☐ Students with five or more referrals-	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	11		
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
	6		
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
	0		
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	19		
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
	2		
3	☐ Students with ten or more in-school or out-of-school suspension days	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
3	☐ Students referred for alternative school placement	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
3	☐ Students expelled	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	0		
	3. ***Retention***		
1	☐ Students retained 1st-11	EDS	Standard 5: Using Results for Continuous Improvement

	2nd-2 3rd-6 4th-1 5th-0		
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	Focus	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	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3rd-Grade-6	Focus	
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).		
	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. Staff will review data on an ongoing basis to determine priorities. Outcome measurements will be determined in advance.	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 goals Reading, Math and Science CCSS.	Narrative	
	Topic, focus, and content CCSS	Narrative	
	Facilitator or leader Learning Specialist, District Literacy Coach PD and LLC/LLT.	Narrative	
	Participants (e.g., Professional Learning Community, grade level, school-wide) Schoolwide within grade level teams and as a whole staff.	Narrative	
	Target dates or schedule (e.g., professional development day, once a month) Professional development calendar has been established. Monthly curriculum meetings, weekly PLC meetings and other professional development opportunities as the district provides information.	Narrative	
	Strategies for follow-up and monitoring Walkthroughs, student work, lesson plans, PLC Notes	Narrative	
	Person responsible for monitoring Administrators	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	
	Title I, Part A Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.		
	Title I, Part C- Migrant NA in Pinellas		
	Title I, Part D Title I, Part D funds provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.	Narrative	
4	Title II Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in	Narrative	

	the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools. Title I, Part A funds is used to provide a 5. Reading coach based on FCAT results.		
4	Title III Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.	Narrative	
4	Title X- Homeless Funds are received to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).	Narrative	
4	Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.	Narrative	
4	Violence Prevention Programs	Narrative	

4	Nutrition Programs Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. All students at this school receive free breakfast and lunch during the school year and during extended year/summer programs. .	Narrative	
	Housing Programs		
	Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds to support early literacy.		
1-5	Adult Education	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	Career and Technical Education	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

1-5	Job Training N/A	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	Other Community – Sam's Club and Pinellas Park Harley Davidson are business partners who support achievement and recognition of students and staff.	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
	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 Literacy, Math, Science	Narrative	
4	☐ Strategy Hire 5 hourly teachers to support reading and math goals lowering TPR and providing small group instruction. Hire RTI coach to manage intervention in Reading and Math. Secure TDE for staff development in data analysis, formative assessment and CCSS. Extend the school day for remediation and enrichment	Narrative	
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) Personnel, TDE, materials	Narrative	
4	☐ Description of resources hourly teachers, instructional staff, intervention materials and technology.	Narrative	
4	☐ Funding source- Title I	Narrative	
4	☐ Amount needed - $190,000	Narrative	
	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
1-5	☐ 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