

District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
	Vision		
	The vision of San Jose Elementary is 100% student success 100% of the time		
	Mission		
	The mission of San Jose Elementary is to create a safe learning environment which promotes academic excellence through the partnership of students, parents, staff and community.		
	Values		
	<p>The Core Values of San Jose Elementary are:</p> <ul style="list-style-type: none"> *Building a Quality Climate and Strong Community *Commitment to Children and Families *Respectful and Caring Relationships *Cultural Competence *Integrity *Responsibility *Connectedness 		
	Part I: Current School Status		
	A. School Information		
	1. <i>School-Level Information</i>		
	<input type="checkbox"/> School		
	San Jose Elementary		

<input type="checkbox"/> Principal's name		
Monika Wolcott		
<input type="checkbox"/> School Advisory Council chair's name		
Jamie Medure		
2. District-Level Information		
<input type="checkbox"/> District	✓	
Pinellas County		
<input type="checkbox"/> Superintendent's name	✓	
Michael A. Grego Ed.D.		
<input type="checkbox"/> Date of school board approval of SIP	✓	
September 24, 2013		
B. School Advisory Council (SAC)		
1. Describe the involvement of the SAC in the development of this school improvement plan.		
The School Advisory Council meets to help create, implement and review the School Improvement Plan.		
2. Describe the activities of the SAC for the upcoming school year.		
The School Advisory Council meets once a month. The Board discusses student academic progress and behavior. The Board also approves the usage of School Improvement funds for student achievement. The Board is a direct link between school administration and families.		
3. Describe the projected use of school improvement funds and include the amount allocated to each project.		

	We received \$2,417.50 for the 13-14 school year. Approximately \$1,000 will be spent on Sunshine Readers used for the Battle of the Books. The remaining \$1,400 will be determined by teacher request and approved by the School Advisory Council.		
	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.		
	5. If no, describe the measures being taken to comply with SAC requirements.		
	C. Highly Qualified Staff		
	1. <i>Administrators</i>		
	For each of your school’s administrators (principal and all assistant principals), complete the following fields:		
	a) Name		
	Monika Wolcott-Principal Angela Heuman-Assistant Principal		
	b) Credentials (degrees and certifications)		
	Principal- MA Ed. Leadership, MA Varying Exceptionalities, Elementary Ed, ESE Assistant Principal- MA Ed. Leadership, BS Elementary Education, ESOL Endorsed, Reading Endorsed		
	c) Number of years as an administrator		
	Principal-9 years Assistant Principal-1 year		
	d) Number of years at the current school;		

	<p>Principal-7 years Assistant Principal-1 year</p>		
	<p>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)</p>		
	<p>Principal- San Jose2008-2009: Grade A, Reading Mastery 87%; Annual Learning Gains 67%; Lowest 25% - 66% , Math Mastery 83%; Annual Learning Gains 69%; Lowest 25% - 69%, Writing Mastery 60%, Science Mastery 46%; 2009-2010: Grade A, Reading Mastery 82%; Annual Learning Gains 72%; Lowest 25% - 63% , Math Mastery 80%; Annual Learning Gains 60%; Lowest 25% - 68%, Writing Mastery 78%, Science Mastery 46%; 2010-2011: Grade B, Reading Mastery 84%; Annual Learning Gains 65%; Lowest 25% - 51% , Math Mastery 79%; Annual Learning Gains 59%; Lowest 25% - 53%, Writing Mastery 77%, Science Mastery 53%; 2011-2012: Grade B, Reading Mastery 56%; Annual Learning Gains 63%; Lowest 25% - 74% , Math Mastery 52%; Annual Learning Gains 63%; Lowest 25% - 59%, Writing Mastery 87%, Science Mastery 46%; 2012-2013: Grade C, Reading Mastery 58%; Annual Learning Gains 64%; Lowest 25% - 62% , Math Mastery 52%; Annual Learning Gains 54%; Lowest 25% - 54%, Writing Mastery 51%, Science Mastery 46%</p> <p>Assistant Principal- Rtl Staff Developer West Gate Elementary 2011-12;C(Proficient; Rdg. 59%, Math 58%,Writing 85%, Science 48% Learning Gains: Rdg. 73%, Math 83%, Lowest 25% Rdg.76%,Math80%)</p>		
	<p>2. <i>Instructional Coaches</i></p>		
	<p>For each of your school’s instructional coaches, complete the following fields</p>		
	<p>a) Name</p>		

	Mary Osborne		
	b) Subject area		
	Reading and Writing		
	c) Credentials (degrees and certifications)		
	B.S. in Elementary Education from Wheelock College in Boston, MA and master's degree from USF, St. Petersburg in Elementary Education with an emphasis on Reading and Language Arts		
	d) Number of years as an instructional coach		
	First year and coach, many years as staff developer		
	e) Number of years at the current school		
	First Year		
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)		
	None, first year		
	g) Full-time or Part-time		
	Part-Time		

	h) School-based or District-based		
	District-Based		
	3. Instructional Staff		
	a) # of instructional employees		
	49 Instructional Staff		
	b) % receiving effective rating or higher		
	100%		
	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		
	100% Highly Qualified Teachers		
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.		
	100% are In-Field		
	e) % ESOL endorsed		
	24.5% are ESOL endorsed		
	f) % reading endorsed		
	6.1 % are Reading Endorsed		
	g) % with advanced degrees		
	32.7 % have advanced degrees. 7 more teachers are receiving their Master's through the University of Florida on August 10, 2013.		
	h) % National Board Certified		
	8.2 % are National Board Certified		
	i) % first-year teachers		
	(4) or 8.2 % are first year teachers		
	j) % with 1-5 years of experience		
	(7) or 14.3 % have 1-5 years of experience		
	k) % with 6-14 years of experience		

	(16) or 32.7 % have 6-14 years of experience		
	1) % with 15 or more years of experience		
	(22) or 44.9% have 15 or more years of experience		
	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.		
	Administrators from San Jose have regular meetings with teachers new to Pinellas County Schools. Prior to the start of school, all new hires are given training reviewing policies, introducing guidelines and reviewing strategies and best practices. This training is done by human resources, site-based administrators and the Edge Mentor. Leadership Opportunities are given to all employees.		
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
	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.		
	<p>Facilitator – generates agenda and leads team discussions</p> <p>-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data</p> <p>-Technology Specialist – brokers technology necessary to manage and display data</p> <p>-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</p> <p>-Time Keeper –helps team begin on time and ensures adherence to agreed</p>		

	<p>upon agenda</p> <p>Meeting time:</p> <p>Every Tuesday per agenda</p>		
	<p>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?</p>		
	<p>Administration-Principal Monika Wolcott and Assistant Principal Angela ; School Psychologist-Terri Millan; Social Worker MaryLynn Hagedorn; Educational Diagnostician-JaniceSzablewski; Guidance Counselor-Laura Bickler; Teachers; ESE Teachers-Various; Behavior Specialist-Salima Hemani. The MTSS team progress monitors all students at San Jose, particularly those tier 2 and 3 students. Team meets with teachers as needed to discuss those students being progress monitored and the need for altered instruction or assessment.</p>		
	<p>3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.</p>		
	<p>The MTSS team progress monitors all students at San Jose, particularly those tier 2 and 3 students using AIMS Web probes. Team meets with teachers as needed to discuss those students being progress monitored and the need for altered instruction or assessment.</p>		

	<p>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).</p>		
	<p>Academic Data: EDS, PMRN, Aims Web, FCAT, FAIR Assessments Behavior Data: Portal and School Based general behavior screenings.</p>		
	<p>5. Describe the plan to support staff’s understanding of MTSS and build capacity in data-based problem solving.</p>		
	<p>Data overview during preschool training. Monthly PLC meetings and Common Core Professional Development ongoing throughout the year.</p> <p>MTSS weekly meetings with administrator’s presence. Necessary information is shared with faculty during PLCs.</p> <p>LLC team and the MTSS groups meet to further disseminate differentiation with staff members.</p>		
	<p>E. Increased Learning Time/Extended Learning Opportunities</p>		
	<p>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).</p>		

	<p>Focus blocks are folded into subject areas in order to differentiate student instruction with intervention and enrichment. Students will have opportunity to receive academic incentives to use computer lab before school to accelerate learning. Teachers will meet month to disseminate progress monitoring and implement next steps for teaching and learning.</p>		
	<p>F. Literacy Leadership Team (LLT)</p>		
	<p>1. Identify the names and positions titles of the members of your school-based LLT.</p>		
	<p>Monika Wolcott, Principal Angela Heuman, Assistant Principal Joan Paviglianiti, Media Specialist Amy Barnett, Teacher Susan Brennan, ASD Teacher Heather Bennett, Teacher Anna Baker, Teacher Jon McComber, Teacher Wendy Noun, Teacher</p>		
	<p>2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).</p>		
	<p>Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> ○ 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 		

	<ul style="list-style-type: none"> ○ 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 Mathematics, Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). <p>The district will provide training and tools for Literacy Leadership Teams.</p>		
	<p>3. What will be the major initiatives of the LLT this year?</p>		
	<p>Implementing a recreational reading incentive program. Using hands on books and technology to emphasize the joy of reading along with the importance of literacy.</p>		
	<p>G. Every Teacher Contributes to Reading Improvement</p>		
	<p>1. Describe how the school ensures every teacher contributes to the reading improvement of every student.</p>		
	<p>All teachers support the reading recognition program. Teachers will meet bi-monthly to discuss reading scores and specific students. Teachers will collaborate in implementing strategies aligned to the Common Core.</p>		
	<p>H. Preschool Transition</p>		
	<p>This section is required for schools with grades K-2.</p>		
	<p>1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.</p>		
	<p>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</p>		

	<p>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.</p>		
<p>Part II: Expected Improvements</p>			
	<p>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.</p>		
<p>A. Area 1: Reading</p>			
	<p><i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i></p>		
	<p><input type="checkbox"/> Students scoring at Achievement Level 3</p>		
	<p>2012-2013 (62) or 26.6% scored a Level 3</p>		
	<p><input type="checkbox"/> Students scoring at or above Achievement Level 4</p>		
	<p>2012-2013 (72) or 30.9% scored a Level 4 or Above</p>		
	<p><i>b) Florida Alternate Assessment (FAA)</i></p>		
	<p><input type="checkbox"/> Students scoring at Levels 4, 5, and 6</p>		
	<p>2012-2013 (0) or 0% scored a Level 4, 5 or 6</p>		
	<p><input type="checkbox"/> Students scoring at or above Level 7</p>		
	<p>2012-2013 (1) or 50% scored a Level 7</p>		
	<p><i>c) Learning Gains</i></p>		
	<p><input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)</p>		
	<p>2012-2013 (85) or 36.5% on FCAT and 2012-2013 (2) or 100% on FAA</p>		

<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)		
2012-2013 62% of our lowest 25% made learning gains in reading		
<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
<input type="checkbox"/> 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)		
2012-2013 (8) or 38.1%		
<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		
2012-2013 (3) or 15%		
<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		
2012-2013 (3) or 14.3		
<i>e) Annual Measurable Objectives (AMOs)</i>		
<input type="checkbox"/> 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-FCAT (5) or 71.4% FAA na Black-FCAT (4) or 22.2% FAA na Hispanic-FCAT (15) or 62.5% FAA (0) or 0% White-FCAT (102) or 62.6% FAA (1) or 100% ELL-FCAT (0) or 0% FAA na ESE-FCAT (1) or 3.7% FAA (1) or 50% ED-FCAT (49) or 41.5% FAA na		
Goal 1 to support target(s): Improve current level of performance in Reading from 58% to 75% as measured by FCAT		

	<p>Possible Data Sources to Measure Goal 1:</p> <p>FAIR, DIBELS, Running Records, Progress Monitoring,</p>				
	<p>Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)</p>	2012-13 Actuals		2013-14 Targets	
	<p>1. Increase number of students scoring a Level 3 on the FCAT</p>	# 62	% 26.6	# 115	% 50.0
	<p>2. Increase number of students scoring a Level 4+ on the FCAT</p>	# 72	% 30.9	# 80	% 35.0
	<p>3. Increase the number of Black or African American students achieving a Level 3 or above on the FCAT</p>	# 4	% 22.2	# 10	% 50.5
	<p>Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)</p>				
	<p>Action 1-</p> <p>Target standard based instruction (Core Curriculum)- Set and communicate a purpose for learning and a learning goal in each lesson.</p> <p>Increase instructional rigor.</p>				
	<p>Action 2-</p> <p>Implement high yield strategies- Provide formative assessments to inform differentiation and instruction.</p>				
	<p>Action 3-</p> <p>Increase instructional rigor-Differentiate Instruction</p>				

	<p>Action 4- Increase student engagement-Differentiate Instruction</p>		
	<p>Plan to Implement Action 1:</p> <p>Determine Lesson:</p> <ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 		
	<p>Plan to Implement Action 2:</p> <p>Determine:</p> <ul style="list-style-type: none"> *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and 		

	<p>personal goals, etc.</p> <p>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>		
	<p>Plan to Implement Action 3:</p> <p>Evidence of:</p> <p>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks</p> <p>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>		
	<p>Plan to Implement Action 4:</p> <p>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target</p>		

	<p>specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>				
B. Area 2: Writing					
<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>					
<input type="checkbox"/> Students scoring at or above 3.5					
2012-2012 (40) or 50% scored a 3.5 or higher					
<p>Goal 2 to support target(s):</p> <p>Increase student performance in writing</p>					
<p>Possible Data Sources to Measure Goal 2:</p> <p>Common Assessments in writing, student writing samples</p>					
<p>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</p> <p>1. Increase number of students receiving a score of 3.5 or higher on the FCAT 51% to 80% as measured by the FCAT</p>		2012-13 Actuals		2013-14 Targets	
		# 42	% 51.0	# 70	% 80
		#	%	#	%
		#	%	#	%

	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		
	Action 1- Target standard based instruction (Core Curriculum)- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor.		
	Action 2- Implement high yield strategies- Provide formative assessments to inform differentiation and instruction.		
	Action 3- Increase instructional rigor-Differentiate Instruction		
	Action 4-		
	Plan to Implement Action 1: Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that		

	<p>all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>		
	<p>Plan to Implement Action 2:</p> <p>Determine:</p> <p>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes</p> <p>*Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.</p> <p>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>		
	<p>Plan to Implement Action 3:</p> <p>Evidence of:</p> <p>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks</p> <p>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>		
	<p>C. Area 3: Mathematics</p>		

	1. <i>Elementary and Middle School Mathematics</i>		
	The following data shall be considered by elementary and middle schools.		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
	<input type="checkbox"/> Students scoring at Achievement Level 3		
	2012-2013 (59) or 25.2% scored a Level 3		
	<input type="checkbox"/> Students scoring at or above Achievement Level 4		
	2012-2013 (59) or 25.2% scored a Level 4		
	<i>b) Florida Alternate Assessment (FAA)</i>		
	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6		
	2012-2013 (1) or 50% scored a Level 4, 5 or 6 on the FAA		
	<input type="checkbox"/> Students scoring at or above Level 7		
	2012-2013 (0) or 0% scored a Level 7		
	<i>c) Learning Gains</i>		
	<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)		
	2012-2013 (72) or 30.8% on FCAT and (2) or 100% on FAA		
	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		
	TBA 54% of the lowest 25% made learning gains in mathematics		
	<i>d) Annual Measurable Objectives (AMOs)</i>		
	<input type="checkbox"/> 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		

<p>Asian-FCAT (4) or 57.1% FAA na Black-FCAT (2) or 11.1% FAA na Hispanic-FCAT (10) or 41.7% FAA (0) or 0% White-FCAT (94) or 57.3% FAA (1) or 100% ELL-FCAT (2) or 40% FAA na ESE-FCAT (3) or 10.7% FAA (1) or 50% ED-FCAT (38) or 32.2% FAA na</p>														
<p>Goal 3 to support target(s): Increase student performance in Mathematics from 52% to 69% as measured on the FCAT</p>														
<p>Possible Data Sources to Measure Goal 3: Common Assessments and progress monitoring</p>														
<p>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets) 1. Increase number of students at Level 3 the FCAT</p>	<table border="1"> <thead> <tr> <th colspan="2">2012-13 Actuals</th> <th colspan="2">2013-14 Targets</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>59</td> <td>25.2</td> <td>115</td> <td>50.0</td> </tr> </tbody> </table>	2012-13 Actuals		2013-14 Targets		#	%	#	%	59	25.2	115	50.0	
2012-13 Actuals		2013-14 Targets												
#	%	#	%											
59	25.2	115	50.0											
<p>2. Increase the number of students at Level 4 and above of the FCAT</p>	<table border="1"> <tbody> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> <tr> <td>59</td> <td>25.2</td> <td>80</td> <td>35.5</td> </tr> </tbody> </table>	#	%	#	%	59	25.2	80	35.5					
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59	25.2	80	35.5											
<p>3. Increase the number of Black or African American students achieving a Level 3 or above on the FCAT</p>	<table border="1"> <tbody> <tr> <td>#</td> <td>%</td> <td>#</td> <td>%</td> </tr> <tr> <td>2</td> <td>11.1</td> <td>10</td> <td>50.5</td> </tr> </tbody> </table>	#	%	#	%	2	11.1	10	50.5					
#	%	#	%											
2	11.1	10	50.5											
<p>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</p>														
<p>Action 1- Targeted standards based instruction- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor.</p>														

	<p>Action 2- Implement high yield strategies- Provide formative assessments to inform differentiation and instruction.</p>		
	<p>Action 3- Increase instructional rigor-Differentiate Instruction</p>		
	<p>Action 4- Increase student engagement-Differentiate Instruction</p>		
	<p>Plan to Implement Action 1:</p> <p>Determine Lesson:</p> <ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 		
	<p>Plan to implement Action 2:</p> <p>Determine:</p>		

	<p>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes</p> <p>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.</p> <p>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>		
	<p>Plan to Implement Action 3:</p> <p>Evidence of:</p> <p>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks</p> <p>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>		
	<p>Plan to Implement Action 4:</p> <p>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse</p>		

	<p>learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>		
	<p>D. Area 4: Science</p>		
	<p>1. <i>Elementary and Middle School Science</i></p>		
	<p>The following data shall be considered by elementary and middle schools.</p>		
	<p>a) <i>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i></p>		
	<p><input type="checkbox"/> Students scoring at Achievement Level 3</p>		
	<p>2012-2013 (18) or 25.7% scored a Level 3</p>		
	<p><input type="checkbox"/> Students scoring at or above Achievement Level 4</p>		
	<p>2012-2013 (16) or 22.9% scored a Level 4</p>		
	<p>b) <i>Florida Alternate Assessment (FAA)</i></p>		
	<p><input type="checkbox"/> Students scoring at Levels 4, 5, and 6</p>		
	<p>2012-2013 (1) or 50%</p>		
	<p><input type="checkbox"/> Students scoring at or above Level 7</p>		
	<p>2012-2013 (0) or 0%</p>		

	<p>Goal 4 to support target(s):</p> <p>Increase Student Performance in Science from 48% to 65% as measured on the FCAT</p>				
	<p>Possible Data Sources to Measure Goal 4:</p> <p>Common Assessments</p>				
	<p>Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)</p> <p>1.Increase Level 3+ on FCAT</p>	<p>2012-13 Actuals</p>		<p>2013-14 Targets</p>	
		<p># 34</p>	<p>% 48.2</p>	<p># 50</p>	<p>% 65.0</p>
	<p>2.</p>	<p>#</p>	<p>%</p>	<p>#</p>	<p>%</p>
	<p>3.</p>	<p>#</p>	<p>%</p>	<p>#</p>	<p>%</p>
	<p>Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)</p> <p>FCAT strands, Common Assessments,</p>				
	<p>Action 1- Targeted standards based instruction- Set and communicate a purpose for learning and a learning goal in each lesson. Increase instructional rigor.</p>				
	<p>Action 2- Implement high yield strategies- Provide formative assessments to inform differentiation and instruction.</p>				
	<p>Action 3- Increase instructional rigor-Differentiate Instruction</p>				

	<p>Action 4- Increase student engagement-Differentiate Instruction</p>		
	<p>Plan to Implement Action 1:</p> <p>Determine Lesson:</p> <ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 		
	<p>Plan to implement Action 2:</p> <p>Determine:</p> <ul style="list-style-type: none"> *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and 		

	<p>personal goals, etc.</p> <p>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p>		
	<p>Plan to Implement Action 3:</p> <p>Evidence of:</p> <p>Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks</p> <p>The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks</p> <p>Students are provided with appropriate scaffolding and supports to access higher order questions and tasks</p>		
	<p>Plan to Implement Action 4:</p> <p>Plan to Implement Action 4:</p> <p>Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p>		

	<p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>		
	H. Area 8: Early Warning Systems		
	1. Attendance		
	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy		
	103 students		
	2. Suspension		
	<input type="checkbox"/> Students with one or more referrals		
	32 Students		
	<input type="checkbox"/> Students with five or more referrals		
	2 Students		
	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.		
	6 Students		
	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.		
	0 Students		
	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.		
	11 Students		

<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.		
0 Students		
<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days		
0 Students		
<input type="checkbox"/> Students referred for alternative school placement		
0 Students		
<input type="checkbox"/> Students expelled		
0 Students		
3. Retention		
<input type="checkbox"/> Students retained		
23 Retained Students		
o Students in 3 rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6 th grade with one or more course failures on first attempt in core-curricula courses o Students in 9 th grade with one or more course failures on first attempt in core-curricula courses		
5 Students		
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	
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).		

	<p>Provide frequent home-school communication in a variety of formats, and allow for families to support and supervise their child’s educational progress</p> <p>Provide parents of Autistic students an opportunity to meet monthly with the principal to make sure the unique needs are being met.</p> <p>Monthly Newsletter</p> <p>Up to date website with all important information</p>		
	<p>J. Area 10: Additional Targets</p>		
	<p>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.</p>		
	<p>K. Problem-Solving</p>		
	<p>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.</p>		
	<p>Target AMO 66% proficient level 3 and above</p>		
	<p><input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.</p>		
	<p>Align instruction to CCSS and NGSSS in Reading, Writing, Math and Science</p>		
	<p><input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.</p>		
	<p>New materials (adoption and resources) Lack of differentiation in core Inconsistent teacher training and collaboration</p>		

	<input type="checkbox"/> 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).		
	Lack of appropriate teacher training and time for team collaboration		
	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.		
	Jan Richardson Guided Reading Training Math intervention strategies Science notebooking		
	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.		
	Small group guided differentiated instruction		
	<input type="checkbox"/> Step 6: Identify action steps(including who, what, where, when) that will need to be taken to implement the identified strategies.		
	Training provided by Leading Learning Cadre twice per month Grade level teams in PLC to plan and implement strategies Create rubrics and scales to measure effectiveness Bring evidence, review product		
	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).		
	Instructional walkthroughs by administrators monthly		
	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).		
	Review of individual teacher data following each assessment cycle. Review on ongoing progress monitoring monthly.		

	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.		
	<input type="checkbox"/> Related goal		
	Ongoing training for teachers to ensure they are proficient in strategies that differentiate		
	<input type="checkbox"/> Topic, focus, and content		
	Ongoing training for teachers to ensure they are proficient in strategies that differentiate		
	<input type="checkbox"/> Facilitator or leader		
	Administrators, LLC, District Literacy Coach and Common Core Cadre		
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)		
	K-5 teachers		
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month)		
	Weekly PLC and Monthly teaching and learning meetings		
	<input type="checkbox"/> Strategies for follow-up and monitoring		
	Instructional walkthroughs, meetings, PLC, survey, coaches, data chats		
	<input type="checkbox"/> Person responsible for monitoring		
	Administrators		
	Part IV: Coordination and Integration		
	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.		

	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:		
	<input type="checkbox"/> Related goal		
	Increase student academic performance		
	<input type="checkbox"/> Strategy		
	Teacher training and fund TDE days for teacher training, planning, collaboration.		
	<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)		
	Evidenced based programs and/or materials (Jan Richardson)		
	Professional development		
	<input type="checkbox"/> Description of resources		
	PCS School Improvement funds		
	<input type="checkbox"/> Funding source		
	SIP funds		
	<input type="checkbox"/> Amount needed		
	\$2,417.50		
	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	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

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	<input type="checkbox"/> 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	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="checkbox"/> 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	<input type="checkbox"/> 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