District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
	Part I: Current School Status		
	A. School Information		
	☐ School *Safety Harbor Elementary*	Narrative	
	☐ Principal's name *Cecilia Palmer*	Narrative	
	☐ School Advisory Council chair's name *Deborah Ebersold*	Narrative	
	Pinellas County School District		
	Michael A. Grego Ed.D., Superintendent		
	September 23, 2014, Date of school board approval of SIP		
	1. School's Vision and Mission		
Vision	a. **Provide the School's Vision Statement** *Success happens for every student. Together everyone achieves more.*	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	b. **Provide the School's Mission Statement** *The Mission of Safety Harbor Elementary School is to work together as a Team to help each student reach his or her highest level of social, physical, and academic achievement and become productive well rounded citizens.*	Narrative	Standard 1-1.2: Purpose
		Narrative	Standard 1-1.3: Purpose

Values			
	2. Values (DOE School Environment)		
DOE	a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students. *On-site Multi-cultural Club, classroom culture building and a focus on Commitment to Character.*	Narrative	
DOE	b. Describe how the school creates an environment where students feel safe and respected before, during and after school. *-Defined and communicated processes amongst site-based leadership and staff* *-Classroom meetings encouraged* *-Implementation and communication of bullying and harassment procedures and district expectations to include definition of bullying and harassment (what it is and what it is not), reporting expectations, reporting procedures and defined/communicated follow-up process*	Narrative	
DOE	c. Describe the school-wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced. *-Established, posted and communicated Sea Turtle Trait expectations based on Commitment to Character:* *(Respect, Responsibility, Ready to Learn and Safety First at Safety Harbor)* *-4,3,2,1 Classroom and School-wide Behavior Plan:* *4 (Exceeding Expectations), 3 (Meeting Expectations),* *2 (Needs Improvement), 1 (Unacceptable Behavior)* *-Progressive Discipline Plan* *-Minor behavior report and Office Referral forms aligned to Sea Turtle expectations*	Narrative	
LEGIS	d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services. *Defined roles and response as needed to include site-based Behavior Specialist, Guidance Counselor, Psychologist and Social Work*	Narrative	

DOE moved warning system here but we have it later in the plan

	B. School Advisory Council (SAC)		
DOE	**Membership** 1. Identify the name and stakeholder group for each member of the SAC. *Cecilia Palmer, Principal* *Amy Stewart, Assistant Principal* *Deborah Ebersold, SAC Chair/Teacher* *Rebecca Jones, Secretary/Parent* *Adrian Blevins, Timekeeper/Parent* *Debbi McVeigh, Parent/Teacher* *Melissa Walls, Parent* *Penni Perez, Parent* *Jill Somers, Parent* *Cesar Velasco, Parent*	Narrative	Standard 2-2.4, 2.5: Governance and Leadership
DOE	2. Evaluation of last year's school improvement plan *Review of last year's school data as it relates to the School Improvement Plan.*		
DOE	3. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project. *Touch screen monitor, Math materials (2nd and 5th grade), Reading materials (3rd grade), laminator (school-wide use)*		
3 DOE	4. Describe the involvement of the SAC in the development of this school improvement plan. *With the leadership of the school Principal, the Safety Harbor SAC will review relevant data, identify problem areas, develop improvement strategies and monitor implementation and results as data becomes available. SAC members will be invited to review the final SIP, provide input and vote on final approval.*		
3 DOE	5. Describe the activities of the SAC for the upcoming school year. *The Safety Harbor School Advisory Council will meet monthly to provide continuous planning and support for professional development, business partnerships, and use data to drive SIP development and revisions. Teacher representatives will be invited to provide updates as it relates to grade level initiatives and outcomes.*	Narrative	

4 DOE	6. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget and plan. *School improvement funds will be used for extended learning. Funding will cover teacher rates and supplies. Students will be identified on end of year status as well as beginning of the year assessment data.*	Narrative	
3 Legist	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: Yes, we are in compliance. X No, we are not in compliance. (In Process)	Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.	Narrative	
All	**C. Leadership Team**		
All	**Membership**		
	1. Identify the name, email address and position title for each member of the school leadership team and their duties *Cecilia Palmer, palmerce@pcsb.org, Principal* *Amy Stewart, stewartam@pcsb.org, Assistant Principal* *Deana Dall, dalld@pcsb.org, Guidance Counselor* *Emily Durden, durdene@pcsb.org, Social Worker* *Jennifer Goza, gozaj@pcsb.org, Behavior Specialist* *Kathleen Shea, sheak@pcsb.org, School Psychologist*		
3	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name *Cecilia Palmer, Principal* *Amy Stewart, Assistant Principal*	Narrative	Executive Summary: Section 1
3	b) Credentials (degrees and certifications) *Principal: B.S. of Education, M.S. Ed. Leadership, ESOL Certified/Reading Endorsement* *Assistant Principal: AA, BS. of Education, M.S. Ed. Leadership*	Narrative	Executive Summary: Section 1

3	c) Number of years as an administrator *Cecilia Palmer, Assistant Principal (3 Years) – Principal (First Year)* *Amy Stewart, Assistant Principal (1 Year)*	Narrative	Executive Summary: Section 1
3	d) Number of years at the current school; *Cecilia Palmer, Principal (Beginning First Year at Safety Harbor)* *Amy Stewart, Assistant Principal (Beginning Second Year at Safety Harbor)*	Narrative	Executive Summary: Section 1
1,2,3	~~e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)~~	~~DecisonEd/DW~~	-
DOE	**D. Public and Collaborative Teaching**		Executive Summary: Section 1
	1. Instructional		
	a) # of instructional employees **59**	DecisionEd/DW	Executive Summary: Section 1
3	<mark>b) % receiving effective rating or higher</mark>	Narrative	
3	b) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE) **100%**	Narrative	Executive Summary: Section 1
	c) % certified in-field, pursuant to Section 1012.2315(2), F.S. **100%**	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed **47.3%**	DecisonED/DW	Executive Summary: Section 1
2	f) % reading endorsed **5.5%**	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees **36.4%**	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified **12.7%**	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers	DecisionED/DW	Executive Summary:

	7.3%		Section 1
	j) % with 1-5 years of experience **5.5%**	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience **27.3%**	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience **60%**	DecisionED/DW	Executive Summary: Section 1
2,4	2. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals **0**	Narrative	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	Narrative	Executive Summary: Section 1
3	3. *Teacher Recruitment and Retention Strategies*		
3 LEGIS	a) Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school. ***Recruitment: Post positions when necessary, selection of best candidate through resume and interview process (team format)*** ***Develop: Orientation which includes immediate inclusion in school-wide expectations, policies and processes as well as pairing with site-based mentor and administrative walkthroughs, observations and evaluation*** ***Retain: On-going on-site and district professional development opportunities, administrative feedback and evaluation, continued offering of site-based mentors***	Narrative	Standard 2: Governance and Leadership
3 LEGIS	b) Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction. ***Encourage and develop teacher leaders, implementation of weekly PLC meeting format (standardized meeting format across grade levels), and collaborative, monthly leadership meetings.***		
3	4. *Teacher Mentoring Program/Plan*		

3 DOE	Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. *Lead mentor: Cheri Cross* *Team: Cheri Cross, Shelley Holder, Nicole Marchesiello-Clark, Sarah Webb* *Pairings based on grade level and areas of strengths. Planned, monthly mentor meetings to support lesson planning, curriculum and site expectations and processes.*	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. *Each classroom teacher maintains ongoing student achievement records for Progress Monitoring for Tier II and Tier III students. Students are identified as deficient in meeting expectations (Academic and Behavior). Identified students are discussed at the Team Level to develop initial intervention strategies to be implemented and monitored. Students that continue to be deficient are discussed at the SBLT for additional strategies for intervention and Progress Monitoring. Grade Level Teams review monthly the overall student performance and share information with the SBLT.*	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	2. Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP? *Administrators: Cecilia Palmer, Principal / Amy Stewart, Assistant Principal* *Guidance Counselor: Deana Dall (RtI Coach)* *Behavior Specialist: Jennifer Goza* *Social Worker: Emily Durden* *Psychologist: Kathleen Shea*	Narrative	Standard 2-2.4: Governance and Leadership
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP. *Monthly review of student achievement data (Primary Sources: EDS, Decision ED., FAIR). Ongoing dialog with teachers. Monthly SIP staff meetings to focus on goal implementation and results.*	Narrative	Standard 2-2.3,2.4: Governance and Leadership

5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). *Primary Sources: EDS, Decision ED., FAIR, Performance Matters*	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. *Monthly review of student achievement data (Primary Sources: EDS, Decision ED., FAIR, Performance Matters). Ongoing dialog with teachers. Monthly SIP staff meetings to focus on goal implementation and results.*	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
DOE	**E.** Ambitious Instruction and Learning		
	1. Instructional Programs and Strategies a. Instructional Programs i. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards. *-Distribution and implementation of district issued curriculum materials* *-Distribution and implementation of yearly assessment schedule* *-Administrative classroom walkthroughs as well as class/staff observations and staff evaluation*		
	b. Instructional Strategies i. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments. *Principal and Assistant Principal schedule and facilitate data meetings with all grade levels to discuss student performance levels and sub-groups at regular intervals throughout the school year. Discussion points and data review strategies are discussed for follow-up at grade level PLCs.*		
	ii. Provide following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:	Narrative	Standard 3-3.1, 3.12: Teaching and Assessing for

	1. Strategy - ***Extended Learning*** 2. Strategy Purpose - ***Additional instruction in selected academic areas.*** 3. Number of minutes added to the school year - **2880** ***4. Responsible for implementation - Principal, Assistant Principal, and Extended Learning Teachers will be responsible for monitoring implementation.*** 5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy – ***Determined through common assessment testing, FAIR testing, 3rd grade Portfolio assessments and classroom formative assessments. Small group researched based interventions will be delivered by highly qualified teachers. During the Extended Learning program, on-going progress monitoring performance data will be collected in regular cycles and used to regroup students.*** This used to be letter E: **Increased Learning Time/Extended Learning Opportunities**		Learning
	1. Student Transition and Readiness a. PreK-12 Transition Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. ***-PreK and Kindergarten Open House*** ***-1st through 5th Grade Open House*** ***-Classroom and School Tours*** ***-Teacher Conferences*** ***-Ongoing Communication Formats***	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	This section is required for secondary schools.		
1 LEGIS	b. College and Career Readiness i. Describe the strategies the school uses to support college and career awareness.	Narrative	Standard 3-3.5: Teaching and Assessing for Learning
	ii. Describe how the school integrates vocational and technical education programs.		
1 LEGIS	iii. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by	Narrative	

	section 1008.37(4), F.S.		
	F. Literacy Leadership Team (LLT)		
2	1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C. *Cecilia Palmer, palmerce@pcb.org, Principal* *Amy Stewart, stewartam@pcsb.org, Assistant Principal* *Cheri Cross, crossch@pcsb.org, Kindergarten Teacher* *Missy Baby, babym@pcsb.org, First Grade Teacher* *Nancy Steele, steelen@pcsb.org, Second Grade Teacher* *Sarah Webb, webbsa@pcsb.org, Third Grade Teacher* *Shelly Pompei-Holder, pompeiholders@pcsb.org, Fourth Grade Teacher* *Jody Mattheus, mattheusj@pcsb.org, Fifth Grade Teacher*	Narrative	Executive Summary: Section 1
2	2. Describe how the school-based LLT promotes literacy within the school. *LLT meets as necessary. Members serve on SIP goals team to ensure that literacy is embedded across all content areas of instruction.*	Narrative	Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? *Support instructional staff in effective language arts instruction by reviewing and acquiring instructional materials. LLT will support in the implementation of the language arts standards and integration across other content areas.*	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
1,2	**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.		

1,2	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
	Part II: Expected Improvements or Needs Assessment (Step Zero)		
	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 school-wide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school's greatest strengths and needs. This path of inquiry is referred to as "Step Zero" as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3 **Level 3 – 27.8%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 **Level 4 – 28.4%** **Level 5 – 10.1%**	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA) **Reading – 68%**	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0) **Reading – 68%**	DecisionED/DW	Assessment Matrix

	d) Comprehensive English Language Learning Assessment (CELLA)		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) **Listening – 63%** **Speaking – 64%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) **Reading – 39%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) **Writing – 35%**	DecisionED/DW	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA *FCAT 2.0 (Reading):* *Asian – 77.8% (Actual), 85% (Targeted AMO)* *Black or African American – 21.7% (Actual), 54% (Targeted AMO)* *Hispanics of any race – 61.3% (Actual), 69% (Targeted AMO)* *Two or more races – 66.7% (Actual)* *White – 71.9% (Actual), 83% (Targeted AMO)* *Special Education Students – 8.3% (Actual), 54% (Targeted AMO)* *LEP Students – 19.2% (Actual), 55% (Targeted AMO)* *Economically Disadvantaged Students – 47.3% (Actual), 65% (Targeted AMO)*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	f) Postsecondary readiness		
	The following data shall be considered by high schools.		
	☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*	DecisionED/DW	Assessment Matrix

Goal 1. Increase the percentage of students scoring proficiently on the FSA by 10% as measured by FCAT 2013-14. *Goal 2. Increase the percentage of Black or African American students scoring proficiently on the FSA by 32% as measured by FCAT 2013-14.*	Narrative			
Possible Data Sources to Measure Goal 1: *FCAT data, common assessment data, module assessment data, running records, FAIR, on-going progress monitoring, SAT 10 data.*	Narrative DecisionED			

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2013-14 Actual**	**2014-15 Targets**		
Improvement of FAIR Assessment scores from cycle to cycle. *Improvement of Running Record levels.* *Improvement of Ongoing Progress Monitoring.*	**#** **251**	**%** **67**	**#** **235**	**%** **77**
	# **5**	**%** **22**	**#** **12**	**%** **54**

		#	%	#	%
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1- Utilize the Gradual Release Model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.	Narrative			
	Action 2- Strengthen core instruction by increasing the amount of time students are engaged in reading and re reading complex text.	Narrative			
	Action 3- Meet in Professional Learning Communities (PLCs)/conduct data chats regularly to review student responses to tasks and plan for instruction based on data.	Narrative			
	Action 4-	Narrative			
	Plan to Implement Action 1: Observations (peer and administrative) and feedback (peer and administrative) in a variety of settings.	Narrative			
	Plan to Implement Action 2: Professional Development opportunities communicated and recommended to staff such as Just in Time Module roll-outs, close reading and instructional methods.	Narrative			
	Plan to Implement Action 3: Regularly scheduled PLCs utilizing a standard, school-based form that facilitates conversation. Forms to be sent to Administration for review and feedback communicated to each grade level team.	Narrative			
	Plan to Implement Action 4:	Narrative			
	B. Area 2: Writing				
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix		
1	☐ Students scoring at or above 3.5 **Level 3.5 or above – 44.6%**	DecisionED/DW	Assessment Matrix		

1	*b) Florida Alternate Assessment (FAA)*			
	☐ Students scoring at or above Level 4	DecisionED/DW	Assessment Matrix	
	Goal 2 to support target(s): *Increase the percentage of students scoring proficiently on the FSA in Writing by 11% as measured by FCAT 2013-14.*	Narrative		
	Possible Data Sources to Measure Goal 2: *FCAT data, common assessment data, module assessment data, running records, FAIR, on-going progress monitoring, SAT 10 data.*	Narrative DecisionED/DW		

		2013-14 Actuals	2014-15 Targets		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) *Improvement of the quantity and quality of writing produced each week.*	# **50**	% **44**	# **63**	% **55**
		#	%	#	%
		#	%	#	%
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1- Teachers ensure students regularly write short responses based on texts.	Narrative			
	Action 2- Utilize technology to enhance keyboarding/research skills.	Narrative			
	Action 3-	Narrative			

	Action 4-	Narrative	
	Plan to Implement Action 1: Teachers provide daily opportunities to write over extended timeframes.	Narrative	
	Plan to Implement Action 2: Consistent and relevant/instructional use of computer lab time.	Narrative	
	Plan to Implement Action 3:	Narrative	
	Plan to Implement Action 4:	Narrative	
	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at Achievement Level 3 **Math – 31.8%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 **Math – 27%**	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA) **Math – 55%**	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC) **Math – 64%**	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	d) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA *Asian – 77.8% (Actual), 78% (Targeted AMO)* *Black or African American- 21.7% (Actual), 41% (Targeted AMO)* *Hispanics of any race – 46.8% (Actual), 67% (Targeted AMO)* *Two or more races – 58.3%* *White – 65.2% (Actual), 77% (Targeted AMO)* *Special Education Students – 20.8% (Actual), 47% (Targeted AMO)* *LEP – 26.9% (Actual), 45% (Targeted AMO)* *Economically Disadvantaged Students – 43.3% (Actual), 59% (Targeted AMO)*	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. *High School Mathematics*		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	b) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (EOC and FAA)	DecisionED/DW	Assessment Matrix
	d) Postsecondary readiness		

1	☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.*	DecisionED/DW	Assessment Matrix
	3. ***Middle School Acceleration***		
	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix
	4. ***Algebra 1 End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	5. ***Geometry End-of-Course Assessment (EOC)***		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	Goal 3 to support target(s): ***Increase the percentage of students scoring proficiently on the FSA by 11% as measured by FCAT 2013-14.*** ***Increase the percentage of Black or African-American students scoring proficiently on the FSA by 20% as measured by FCAT 2013-14.***	Narrative	
	Possible Data Sources to Measure Goal 3: ***FCAT data, common assessment data, MFAS***	DecisionED/DW	

data, on-going progress monitoring, SAT 10 data.					
Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) *Improvement of District Math Assessment scores from cycle to cycle.* *Improvement of Ongoing Progress Monitoring.* *Improvement of Formative Assessment scores.*	**2013-14 Actuals**		**2014-15 Targets**		
	# **192**	**%** **60**	**#** **220**	**%** **71**	
	#	**%**	**#**	**%**	
	#	%	#	%	
Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)					
Action 1- Utilizing MFAS for all grade levels.	Narrative				
Action 2- Implementation of Van de Walle.	Narrative				
Action 3-	Narrative				
Action 4-	Narrative				
Plan to Implement Action 1: Professional Development related to MFAS video training and follow-up with district Math Department contact for supplemental training.	Narrative				
Plan to Implement Action 2: Site-based book study.	Narrative				
Plan to Implement Action 3:	Narrative				
Plan to Implement Action 4:	Narrative				
D. Area 4: Science					
1. *Elementary and Middle School Science*					

	The following data shall be considered by elementary and middle schools.		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at Achievement Level 3 **Science – 24.8%**	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4 **Science – 29%**	DecisionED/DW	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	2. **High School Science**		
	The following data shall be considered by high schools.		
	a) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
	3. **Biology 1 End-of-Course Assessment (EOC)**		
	The following data shall be considered for schools with students taking the Biology 1 EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) ***Number of STEM-related experiences provided for students - 6***	Narrative	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students ***Robotics Club (Wednesdays), STEM Club (Thursdays), Science Fair (May), Science Lab (scheduled daily for 3rd, 4th, 5th grade), Brooker Creek Field Trip (4th grade), Under the***	Narrative	Standard 3-3.1: Teaching and Assessing for Learning

	Stars Night (SIP Initiative – 3rd and 5th grades).		
	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 percentage of students scoring proficiently on the FSA in Science by 5% as measured by FCAT 2013-14.***		
Possible Data Sources to Measure Goal 4: ***FCAT data, common assessment data, on-going progress monitoring, workshop assessments***	DecisionED/DW	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) ***Improvement of District Science Assessment scores from cycle to cycle.*** ***Improvement of Ongoing Progress Monitoring.*** ***Improvement of Formative Assessment scores.***	**2013-14 Actuals**		**2014-15 Targets**	
	#	**%**	**#**	**%**
	59	**56**	**64**	**61**

		#	%	#	%
		#	%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Implement SLAGS.				
	Action 2- Establish routine practice for students using Success Criteria to track individual progress of learning goals.				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1: Order SLAGS materials and promote district offered Professional Development.				
	Plan to Implement Action 2: Identify teachers as mentors who have taken Success Criteria and utilize PLCs for Professional Development.				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	The following data shall be considered by middle and high schools.				
1	☐ Students enrolling in one or more CTE courses	DecisionED/DW			
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	DecisionED/DW			
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses	DecisionED/DW	Assessment Matrix		
1	☐ Students taking CTE industry certification exams	DecisionED/DW	Assessment Matrix		
1	☐ Passing rate (%) for students who take CTE industry certification exams	DecisionED/DW	Assessment Matrix		
1	☐ CTE program concentrators	DecisionED/DW			

3	☐ CTE teachers holding appropriate industry certifications	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	2. *U.S. History End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the U.S. History EOC.		
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	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		
3	1. *Attendance*		
3	a. Students tardy 10 percent or more, as defined by district attendance policy: **39 students (6%)**	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
3	b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. **93 students**	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	a. Students with one or more referrals **82 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	b. Students with five or more referrals **4 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.: **14 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement

3	d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. **0 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **7 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	f. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. **0 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	g. Students referred for alternative school placement **0 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	h. Students expelled **0 students**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	a. Students retained **2 students retained in 1st grade / 4 students retained in 3rd grade**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	b. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics **Math – 19.3%, Reading – 12.8%**	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1 LEGIS	c. Students with one or more course failures in English Language Arts or mathematics	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	d. 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 *3rd Grade: 4 students retained*	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	e. Students off track for graduation based on credits required to date for their cohort	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1,3	f. The number of students by grade level that exhibit each early warning indicator listed above		

	Suspensions: Kindergarten – 1, First Grade – 3, Second Grade – 16, Third Grade – 4 *Attendance: (Under 90% attendance level) – PreK 11 students, Kindergarten 17 students, 1st Grade 8 students, 2nd Grade 9 students, 3rd Grade 3 students, 4th Grade 12 students* *Retention: 1st Grade – 2, 3rd Grade - 4*		
1,3	g. The number of students identified by the system as exhibiting two or more early warning indicators **1 student**		
1,2,3	h. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators). *Monthly meeting of the Child Study Team, implementation of Behavior Modification Plans, Weekly meeting of School Based Leadership Team (core and grade level team format).*		
	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	a. Students dropping out of school, as defined in s.1003.01(9), F.S.	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
1	b. 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	c. 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	d. 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. Family and Community Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3,4,5	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).		
	a. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress. ***On-going communication includes school newsletter, robo calls, planetshes (website), agenda books, conferences, marquee updates, PTA/SAC opportunities, Portal, phone contact, e-mail. Continue to build positive relationships through evening events supporting the Arts and Curriculum and parent led opportunities to include the site-based Robotics Club.***		
	b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement. ***Continued relationships through Safety Harbor Library, Mattie Williams, Largo Astronomy Club, Kiwanis Club of Safety Harbor, Publix, Crispers, McDonalds, Starbucks and City of Safety Harbor.***		
	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. *Wellness Goal: Improve the nutritional and/or physical activity environment of the school by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory.*		

	K. Problem-Solving		
1-5	*Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.* Develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: ***PDSA (identified as site-based problem solving process)***	Narrative	
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. ***All barriers and noted strategies are related to all curriculum areas identified and outlined within school improvement plan***	Narrative	
1-5	☐ Step 2: Brainstorm barriers that could prevent the school from achieving each goal. ***Not maximizing instructional time within master schedule, Professional Development within school year***	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). ***Professional Development – teachers will be trained in effective Common Core/Florida Standards strategies for teaching in all subject areas.***	Narrative	
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. ***Professional Development to be provided within school year in subject areas as necessary.***	Narrative	
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. ***Revised master schedule to increase instructional time with students, Planned Professional Development within school year***	Narrative	
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. ***Professional Development (Who – Administrators), (What – Scheduling Professional***	Narrative	

	Development), (Where- School based), (When – Professional Development days, Before, After or Block times within school day)		
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). *Administrators (Who), Formal and Informal Observations/Walkthroughs, Data Chats (What), Site-based (Where), Throughout school day (When).*	Narrative	
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). *Administrators (Who), Formal and Informal Observations/Walkthroughs, Data Chats (What), Site-based (Where), Throughout school day (When).*	Narrative	
	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative	
1-5	☐ Related goal *1.Van de Walle Training (Math) – proposed book study* *2. MFAS (Math) – videos and supplement training provided by district* *3. PLCs* *4. DBQ Training (Literacy) – Data Based Questioning*	Narrative	
	☐ Topic, focus, and content *1. Math (instructional best strategies), (problem solving)* *2. Math (formative assessment)* *3. PLCs (analyzing data and lesson planning)* *4. DBQ (analyzing documents/comprehension/synthesis of information)*	Narrative	
	☐ Facilitator or leader *1. Varies* *2. Varies* *3. Varies* *4. DBQ Trainers*	Narrative	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) *1. Instructional staff school-wide* *2. Instructional staff school-wide* *3. Instructional staff school-wide*	Narrative	

	4. Instructional staff Grades 3-5		
	☐ Target dates or schedule (e.g., professional development day, once a month) *1. Monthly (component)* *2. 3-hour scheduled training (component)* *3. Weekly* *4. October 20, 2014 - Scheduled*	Narrative	
	☐ Strategies for follow-up and monitoring *1. Data chats, lesson study, walkthroughs/observations* *2. Data chats, lesson study, walkthroughs/observations* *3. Administrative review of PLC minutes, walkthroughs* *4. Data Chats, walkthroughs/observations*	Narrative	
	☐ Person responsible for monitoring *1. SBLT, Administrators, Instructional Staff* *2. SBLT, Administrators, Instructional Staff* *3. SBLT, Administrators, Instructional Staff* *4. SBLT, Administrators, Instructional Staff*	Narrative	
	## Part IV: Coordination and Integration		
4 LEGIS	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. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.		
	## Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	Narrative	
4	1. Related goal	Narrative	

	1.Van de Walle Training (Math) *2. MFAS (Math)* *3. PLCs* *4. DBQ Training (Literacy)*		
4	2. Strategy *1.Problem Solving Instructional Approach / Extended Learning* *2. Formative Assessment / Data Analysis* *3. PLCs* *4. Comprehension / Text Evidence / Synthesizing Information / Extended Learning*	Narrative	
4	3.Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other) *1.Van de Walle Training (Math) – proposed book study* *2. MFAS (Math) – videos and supplement training provided by district* *3. PLCs* *4. DBQ Training (Literacy) – Professional Development Trainers for DBQ*	Narrative	
4	4. Description of resources *Trainers / Training Materials / Books / Copies / TDE's for Observing & Team Planning*	Narrative	
4	5. Funding source *SIP*	Narrative	
4	6. Amount needed *1.Van de Walle Training (Math) – $1470* *2. MFAS (Math) – videos and supplement training provided by district* *3. PLCs* *4. DBQ Training (Literacy) – Professional Development Trainers for DBQ $200* *5. TDE's - $1125* *6. Extended Learning Program $420*	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	1. Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

progress being made to accomplish the goal?		
1-5	3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement